DOCUMENT RESUME

ED 161 709 SE 025 164

AUTHOR Costanzo, Richard; Williams, Frederick B.
TITLE The Volunteers Speak--Again: The Second Annual Survey of Peace Corps Volunteers.
INSTITUTION Peace Corps, Washington, D.C.
PUB DATE Dec 77
NOTE 119p.; For related document, see ED 136 007; Contains light and broken type

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Developing Nations; *International Programs; *Job Satisfaction; *Program Attitudes; *Program Effectiveness; Program Evaluation; Recruitment; *Surveys; Voluntary Agencies; *Volunteers; Work Attitudes; Work Experience
IDENTIFIERS *Peace Corps

ABSTRACT

Questionnaires were sent to all active Peace Corps volunteers between July and September 1976. Completed questionnaires were returned by 62% of the volunteers who were in the field at the time of the survey. Analyses were conducted to provide basic descriptive information about volunteers, information on differences between groups or types of volunteers, and an examination of a few special issues. Comparisons were made between the results of the 1975 and 1976 surveys. Some of the results are: (1) 67% and 69% of the respondents to the 1975 and 1976 surveys, respectively, reported that their jobs were useful to the development of the host country; (2) 83% and 84% of the respondents reported that they were positive in their feelings toward the host country people; and (3) the respondents to the 1975 and 1976 surveys had mean scores of 495 and 500 on the volunteer Psychological Well-Being Index. (Author/BB)

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THE VOLUNTEERS SPEAK--AGAIN:

THE SECOND ANNUAL SURVEY OF PEACE CORPS VOLUNTEERS

ACTION
EVALUATION

SE025164

THE VOLUNTEERS SPEAK--AGAIN:

THE SECOND ANNUAL SURVEY OF PEACE CORPS VOLUNTEERS

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ACTION
Office of Policy & Planning
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Washington, D.C.
December, 1977

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FOREWORD

This document represents one of the products of a continuing effort on the part of the Division of Evaluation, Office of Policy and Planning (OPP/E) to make evaluation more responsive to program and management needs. The report consolidates information about how the volunteers assess the Peace Corps' efforts overseas. In addition to serving Agency needs, this report should meet some of the information needs of Congress and the Office of Management and Budget.

The persons who have prime responsibility for the report are noted in the title page. Valuable contributions also were provided by James Roberts, Jack Radzikowski, Sharon Odrobina, Lester Feldmann, Jean Wallace and Michael Wargo.

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SUMMARY

SECOND ANNUAL PEACE CORPS VOLUNTEER SURVEY

EXECUTIVE SUMMARY

This report is the second in a series of annual worldwide surveys of Peace Corps Volunteers. The objectives of the survey were to:

- examine the volunteers' perceptions of their experience as well as their assessment of recruitment, training, program development, and program implementation, and to
- provide feedback to program staff in the form of country-specific information which is compared to regional and Peace Corps-wide norms. 1/

Questionnaires were sent to all active volunteers, except trainees, between July and September, 1976. Completed questionnaires were returned by 62% of the volunteers who were in the field at the time of the survey. There is good evidence that the sample is representative of the population. Analyses were conducted to provide (1) basic descriptive information about volunteers, (2) information on differences between groups or types of volunteers, and (3) an examination of a few special issues. Where possible, comparisons were made between findings from the 1975 and 1976 surveys. The interested reader is referred to the body of the report for more details.

Results

The quality of the volunteer experience was measured through a set of indices and individual questions related to volunteer work satisfaction, social relationships with host country friend(s) and volunteer psychological well-being. The indices were created so that they have an average score of 500 and a distribution similiar to that of college board scores. The single items are stated as the percent of volunteers responding positively.

Overall Perceived Quality of the Experience

A comparison of identical items on the 1975 and 1976 questionnaires revealed equally positive perceptions on the quality of the volunteer experience in both years. Specifically:

- Nearly equal percentages of respondents to the 1975 and 1976 surveys reported that their jobs were "useful" to the development of the host country (67% and 69% respectively).

1/ This country-specific information is presented in Section V of this report and in a set of previously prepared documents entitled "Country Program Profiles".

- Nearly equal percentages from the two years reported that they were "positive" in their feelings toward host country people (83% and 84% respectively).

- Respondents to the 1975 and 1976 surveys had nearly equal mean scores on the volunteer Psychological Well-Being index (495 and 500 respectively).2/

Comparisons were made among Peace Corps regions and traditional Peace Corps work sectors on each of the three indices, namely Work Satisfaction, Best Friendship, and Psychological Well-Being. While no significant differences were found on either of the latter two indices, NANEAP was found to have a lower average score (483) on the Work Satisfaction Index than did Africa (510) or Latin America (509). On the same index, volunteers in the health sector had a lower than average score (488) while those in education had a higher than average score (509). The rank order from highest to lowest, of the work sectors according to their mean scores on the work satisfaction index are as follows:

WORK SECTOR

1. Education
2. Business & Public Management
3. Urban Development and Public Works
4. Agriculture/Rural Development
5. Health

Programming Activities

Programming activities have been classified into four areas. The major findings in each area are summarized below.

Recruitment-Basic findings about the recruitment process include the following:

- Volunteers report that the factor most responsible for their INITIAL interest in Peace Corps was most often "articles, books or news reports" (25%), followed by advertisements (16%), former volunteers (16%), relatives and friends (11%), and Peace Corps recruiters (10%).

2/ No comparisons are made between 1975 and 1976 on the Work Satisfaction and Best Friendship Indices because they were not included in the 1975 survey.

- Fifty-seven percent indicated that they had contact with a Peace Corps recruiter in 1976 as compared to 54% in 1975.

- Of those who reported contact with a recruiter, a high percentage (74%) felt positively about it.

- Most volunteers reported that they waited two to four months between the time of their application and their invitation to training.

- Relatively few volunteers rated either the accuracy or the amount of pre-service information very positively.

Some background characteristics of volunteers were found to be related to volunteer perceptions about the quality of their experience. Specifically:

- Younger volunteers had a significantly lower average on the Work Satisfaction and Psychological Well-Being indices than did older volunteers.

- Volunteers who had many years of post-secondary education had higher average scores on the Work Satisfaction and Psychological Well-Being indices than did volunteers with few years of post-secondary education.

- Volunteers who have more "altruistic" reasons for joining the Peace Corps had higher average scores on the Work Satisfaction, Best Friendship and Psychological Well-Being indices

Training Volunteers were asked to rate each of the three components of their pre-service training. In both 1975 and 1976 language training was given a much higher positive rating than was technical or cross-cultural training. Specifically:

- Among first-year volunteers, language training was given a "positive" rating by 64% of the respondents as compared with a 45% "positive" rating for cross-cultural training and a 39% "positive" rating for technical training.

- A slightly higher percentage of first-year volunteers in the 1976 survey rated each of the three training components positively than did first-year respondents in the 1975 survey.

Other basic findings about training include the following:

- The most frequently reported length of pre-service training was 10 weeks;
- Fifty-five percent of respondents said they used a non-English host-country language at least half the time in their work;
- Seventy-four percent of respondents reported that they received some in-service language training;
- Volunteers who reported being more fluent in the host country language had higher average scores on the Work Satisfaction Index than did lower fluency volunteers (506 to 481);
- Sixty-six percent of respondents reported that they lived with a host country family through at least some of pre-service training;
- On all three indices of the quality of the volunteer experience (Work Satisfaction, Best Friendship, and Psychological Well-Being) volunteers who lived with a host country family through most of training had slightly higher average scores than did other volunteers.

Program Development The following information describes basic aspects of the volunteers' working environments.

- On the average, volunteers reported that they worked 42 hours per week overall. They reported working an average of 31 hours per week in "structured" activities and 11 hours in "less structured" activities.
- Eighty-three percent reported that they were still at the same job to which they were first assigned.
- Sixty-six percent reported that there was no Peace Corps predecessor at their site.
- Twenty-four percent of volunteers reported that they lived in the nation's capital city and an additional 30% said they lived in areas with populations of over 10,000.

An important finding is that volunteers who reported working many hours per week had considerably higher scores on all three indices than did volunteers who reported working relatively few hours. The following is a selected presentation of results.

- Volunteers who reported working more than 50 hours per week had an average score on the Work Satisfaction index of 532 as compared to an average score of 459 for volunteers who reported working less than 30 hours per week.

- Volunteers reporting more than 50 working hours per week averaged 516 on the Best Friendship index as compared to an average score of 481 for volunteers reporting less than 30 hours of work per week.

- Volunteers reporting more than 50 working hours per week averaged 516 on the Psychological Well-Being index as compared to an average score of 474 for those reporting less than 30 hours of work per week.

Program Implementation For this report program implementation refers primarily to the amount of support and supervision received by volunteers in the field. The following are some of the major findings.

- Fifty-three percent of respondents reported that they had work-related contacts with host-country supervisory personnel at least once per month. Those who reported more frequent contact had higher average scores on the Work Satisfaction and Psychological Well-Being indices.

- Thirty-two percent reported work-related contacts with Peace Corps staff at least once per month.

- Sixty-one percent reported working with host-country counterparts at least once per month.

- Volunteers rated several aspects of their support on scales ranging from positive to negative. Medical support received "positive" responses from 73% of volunteers as compared to 49% for the availability of transportation and 35% for the availability of equipment and supplies.

Special Issues

A select number of special issues of interest to Agency management were examined. The most important results are listed below.

Work Type - Because there is no general agreement within Peace Corps on a system for categorizing volunteer activieies, an arbitrary system was developed based on old Peace Corps job codes. Significant differences were found among the 23 work types on each of the three indices. However, the same work types did not score equally well on all three indices. These differences are presented in Section IV. For example, volunteers in "irrigation/water/wells" averaged 549 on the Work Satisfaction Index but only 497 on the Best Friendship Index.

Sex Differences - The distribution of women volunteers is different than the distribution of men in the following areas:

- There is a higher percentage of females in Latin America (45%) than in the other two regions (37% in each).
- Women are more concentrated in the health and education sectors than are men.

In general there are no significant differences between men and women on the three indices of the quality of the volunteer experience. However, women in Islamic countries have especially low mean scores (468) on the Psychological Well-Being index.

Differences among Volunteers at Various Points of Service - Volunteers in their eighth and ninth months of service had lower mean scores on Psychological Well-Being (and to a lesser extent on the other indices of the quality of the volunteer experience) than did other volunteers. Volunteers near the end of service tended to have relatively high average scores on all three indices. However, volunteers who reported doing at least 40 hours of work per week and those who had relatively good language fluency did not tend to show such low scores at the 8 to 9 month period.

Early Termination and Extension - The following was found with regard to volunteer extension and early termination:

- Eleven percent of respondents reported that they had served more than 24 months of service.

- From among those who had served 24 months or less, 37% said they might or would definitely extend.

- Those wanting to extend tended to work more hours per week and had relatively high average scores on Psychological Well-Being and Work Satisfaction compared to other volunteers who were near the end of their service.

- From among those who had served 24 months or less, six percent said they might or would definitely terminate early.

- Those wanting to terminate early had very low mean scores on the Work Satisfaction (411) and Psychological Well-Being (420) indices.

Recommendations

The following recommendations follow from the findings of this survey. However, it should be remembered that: (1) they are usually based on simple associations which in no way demonstrate causal relationships, and (2) other factors not examined in the survey could greatly modify the recommendations.

1. Place increased attention on assignment development, especially for younger and less educated volunteers, in order to increase their work satisfaction and psychological well-being and to improve their friendships with host country people.

2. Emphasize increased contact between the volunteers and their host-country agencies in order to increase work satisfaction and psychological well-being.

3. Diversify the programming of female volunteers if a concentration of women in the health and education sectors is not desirable.

4. Where applicable, continue to emphasize a live-in experience during pre-service training in order to improve work satisfaction, friendships with host country people and volunteer psychological well-being.

5. Assess the number of working hours and language ability of volunteers during the first nine months of service and take steps to improve these where they are low in order to increase work satisfaction psychological well-being.

Further elaboration of those and other recommendations is contained in Section VI.

SECTION I:
INTRODUCTION

SECTION I

INTRODUCTION

This report is based on data from the Second Annual Survey of Peace Corps Volunteers. The first year's effort, entitled "The Volunteers Speak: A World-Wide Survey of Peace Corps Volunteers", attempted to identify program strengths and weaknesses as viewed by the volunteers. It also contained recommendations for policy and procedural changes. This year's report attempts to do the same.

Background

For many years, the Peace Corps has been searching for a satisfactory means of gathering comparable data from volunteers about their program. An early attempt to do this was the Oregon Research Institute's analysis of multiple-choice questionnaires administered anonymously to volunteers at mid-service and termination conferences. 1/ The efforts of this contractor were terminated in the embryonic stages due to organizational changes within the Agency. The next major effort to collect and compile data derived from volunteer questionnaires was a report about the volunteers' assessment of training, programming, and program support. 2/ Based on that study, a further effort was made to refine the analysis of the questionnaires to provide country, regional and Peace Corps-wide results. 3/ All of these early efforts were similar in that they:

- attempted to develop a process for collecting, analyzing and feeding back volunteer opinions to the field, and
- they used multiple administrations of the same questionnaire throughout the year in a manner which varied from country-to-country.

1/ Jones, R.R., et. al., "Analysis of Mid-Service and Close of Service Questionnaires and Conferences." Eugene, Oregon; Research Institute, 1970.

2/ Williams, F.B., Wenli, L., and Smith, R., "Peace Corps Volunteers Evaluate Their Projects: An Analysis of Mid-Service, Close of Service, and Early Termination Questionnaires: March 1, 1974-February 28, 1975" (Washington, D.C. ACTION, 1975).

3/ The information derived from this endeavor was prepared as a report entitled the "Annual Project Profile Report Summaries", but was not released.

The latter practice resulted in low response rates and unrepresentative samples.

In 1975, the President's National Voluntary Services Advisory Council requested the Evaluation Division, Office of Policy and Planning (OPP/E) to administer a questionnaire to all Peace Corps Volunteers (PCVs). The Advisory Council used results of the first Peace Corps volunteer survey as an input to their final report. After completing data analysis for the Council, OPP/E completed a separate analysis and released the results in a written report. 4/ Because both in-country and Washington staff found the results useful for programming, planning and policy development, a second annual worldwide survey was requested by Peace Corps. The Annual Survey is intended to provide information to ACTION management and feedback to the field as did previous surveys. However, there have been some noticeable changes from previous efforts. The questionnaire was revised, the volunteer sample is more representative, and the the questionnaires were administered only once during the year.

Objectives

The purpose of this survey was to continue the analysis of volunteer opinions begun in 1975. Specifically, the objectives of the survey were:

- to determine the quality of the Peace Corps experience as perceived by the Peace Corps volunteers worldwide.
- to identify those programmatic factors that are associated with the quality of volunteer experiences, and
- to address special issues including early termination and extension, sex differences, job-type differences, and the nature of volunteer adjustment over the two year course of service.

A major product of this study is this report which provides a general overview of the findings worldwide, by Peace Corps region, and by each Peace Corps country. Another product which has already been produced is a series of Country Program

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4/ Costanzo, R., "The Volunteers Speak: A World-Wide Survey of Peace Corps Volunteer (Washington, D.C.: ACTION, 1976). The Council's final report was entitled the 1975 "Final Report to the President."

Profiles which provide a means for comparing individual country performance to regional and worldwide norms. 5/

Functions and Uses

An annual survey of Peace Corps volunteers is designed to fulfill a variety of functions both internally and externally. Internally, it can be used to:

- aid in planning and policy-making by providing management information on volunteer utilization and those factors that are related to the quality of the volunteer experience;
- provide feedback to in-country staff for programing and training;
- help in the recruitment and placement of future volunteers by providing feedback from the volunteers currently in the field;
- provide a data base for special studies such as the analysis of Peace Corps trends over time and, to
- provide background information for in-depth country program and special issue evaluations.

Externally the survey should be useful in providing Congress, the Office of Management and Budget (OMB) and others with:

- current information on the status of the program as viewed by the volunteers; and
- information on changes in the quality of the volunteer experience over time as perceived by the volunteers.

This report should also serve to promote a dialogue between Peace Corps staff and overseas constitutents. A key premise in preparing this report was that overseas staff would share and discuss the results with volunteers. The information

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5/ These were forwarded to program staff on December 1, 1976 under the signature of the Director of Peace Corps. See Enclosure in Appendix D for a copy of the form. Please note that scores in the Work Satisfaction and Best Friendship indices are not correct on the CPP's due to an error in the computer program which has now been corrected.

might also be used to increase understanding and communication between country staff and the host country agencies with whom the Peace Corps works. It may even have a role to play in improving communications between Peace Corps staff and the U.S. Embassy.

Methodology

The Second Annual Peace Corps Questionnaire is a self-administered instrument 6/ which was distributed through Country Directors to all volunteers, except trainees, in July and August of 1976. As of November 1, 1976, 3026 completed questionnaires had been received in Washington. This number represents 62% of the average number of volunteers in the field from July through September -- the period during which most volunteers completed the questionnaire.

Although not all volunteers responded, there is good evidence that the results can be generalized to the entire Peace Corps population at the time of the survey. This evidence is detailed in Appendix B. In general, it was found that the age, sex, and marital status of volunteers who responded are equivalent to those of the entire population and that there are no significant differences between countries with high and low rates of response on key variables used in the study.

The questionnaire is a revision of an earlier instrument which was designed to meet the needs of the National Voluntary Services Advisory Council. It had been administered in July of 1975 following procedures similar to those used for the second annual questionnaire. The 1976 questionnaires were sent to Country Director's in July. The Directors distributed them to all volunteers. At least one follow-up letter was sent to each volunteer. The letter thanked those who had already completed the questionnaire and requested that others do so. Volunteers mailed the questionnaires to their Country Directors who sent them to Washington where they were coded, cleaned and keypunched for computer processing.

The revision of the 1975 questionnaire was guided by four principles:

- eliminating those items which were only of interest to members of the National Voluntary Services Advisory Council;

6/ See Appendix E for a copy of the Questionnaire.

- rewording and/or adding items which were found to be lacking during the first survey;

- maintaining comparability between the 1975 and 1976 questionnaires where possible so that trends could be examined; and

- devising more reliable and valid measures related to Peace Corps goal achievement as perceived by volunteers.

The result of the effort to devise better measures was the creation of the Work Satisfaction and Best Friendship indices described in Section II of this report.

To facilitate proper interpretation of the findings in this report, it is important that the reader understand both the procedures used to derive the indices and the extent to which the indices are to be believed as true measures of what they are said to measure, i.e. their validity.

The indices were derived using some of the same principles as were used in developing tests such as college boards and Graduate Record Exams. One such principle is that several items were used to measure a single dimension. Just as there might be a number of vocabulary and reading terms comprising an index of verbal ability, so also there are several attitude-toward-job items measuring work satisfaction and several attitude-toward-host-country-people items measuring volunteer relations with their friends. A properly constructed multiple-item index constitutes a more accurate measure than a single questionnaire item. The several items can be empirically examined, weighted and summed into a single index score. A multiple-item index can make allowances for random misinterpretations of an item by any one person. In essence, the index score gives a better picture of the whole dimension than would be recorded by any one item.

Furthermore, across a large number of respondents the items of an empirically constructed index should show statistical evidence that all the items are tied together. This indicates that the several items actually do measure a single dimension. The indices under discussion did in fact favorably undergo such a scrutiny for internal consistency.

If an index is valid, it should show patterns of association which are similar to those of other questions or indices which are designed to measure the same concept. For example, people chosen to be mathematics professors at Harvard should score nigh on a measure of quantitative ability. Those who would not be chosen to be students in a community college mathematics program should score lower on the same test. Similarly,

volunteers who choose to think about terminating early should have lower Psychological Well-Being scores than volunteers who do not. And, those with little work to do should usually not judge themselves to be effective in a country where there is a lot of useful and appropriate work to do. Evidence of this sort (i.e. validity evidence) will be presented for each index in Section II.

Once the questionnaires were returned to Washington and key-punched, data analysis began using a library of statistical computer programs known as the Statistical Package for the Social Sciences (SPSS). Statistical subprograms used during the analysis include: Frequencies, Crosstabs, Breakdown, Pearson Correlations, Partial Correlations, ANOVA, Multiple Classification Analysis, Oneway Analysis of Variance, Discriminant Analysis, and Factor Analysis. These statistical procedures are explained and the program completely documented in the SPSS manual. 7/ Actual computer printout is available for inspection at the Evaluation Division of ACTION. Raw data tapes and a tape containing an SPSS system file are also available.

Although an effort has been made to avoid technical terminology in the text, some has inevitably slipped in. A glossary has been provided in Appendix A which should answer most of the questions of the nontechnical reader. However, one frequently used term should be explained here. Throughout the text, comparisons are made between groups of volunteers. Differences between the groups are described as being either statisitcally significant or not significant. In statistics a finding such as the difference between two groups of volunteers is significant if it can be safely stated that the finding is not merely due to chance. Statistical significance levels (p levels) are stated in terms of the probability that the finding is due to chance. A significance level of .01 means that if a particular difference between two samples selected randomly from the same population could occur by chance in only one out of every 100 times a sample was selected. It would be a very rare event for such a difference to occur purely by chance factors. Unless otherwise stated, a finding is not considered to be significant in this study unless there is only one chance in 10,000 ($p = .0001$) that a difference between two groups is due to chance. It should always be remembered that significance does not necessarily imply that a finding is either large in magnitude or that there is any casual relationship between variables.

7/ Nie, Norman H. et. al. Statistical Package for the Social Sciences, 2nd Edition, New York: McGraw-Hill, 1975. While the published manual documents Version 6 of SPSS, analysis was actually done using Version 7.

SECTION II: QUALITY OF VOLUNTEER EXPERIENCE

SECTION II

VOLUNTEER PERCEPTIONS OF THE QUALITY OF THEIR EXPERIENCE

This section introduces the measures of the perceived quality of the volunteer experience which are used throughout the report. Three of these measures are indices or composites of volunteer responses to several items; others are responses to single items. The indices measure the volunteers' satisfaction with their primary activity, their social relationships with their best host country friends, and their psychological well-being. They were chosen for inclusion in this report because they appear to relate to the three legislated Peace Corps goals. The legislation states that Peace Corps is:

> "To promote world peace and friendship by making available to interested countries Americans willing to serve overseas who will: help these countries meet their needs for trained manpower [Goal 1]; help promote a better understanding of the American people on the part of peoples served [Goal 2]; and promote a better understanding of other people on the part of the American people [Goal 3]. 1/

The three indices used in this report are described in detail on the following pages. The concept which each index is intended to measure is described below:

- Work Satisfaction. This index is intended to measure the volunteers' perceptions about their primary work assignment. All other things being equal, volunteers who perceive themselves as satisfied and effective in their work are more likely to be meeting the host country's needs for trained manpower.

- Volunteer Social Relationships with their Best Host Country Friends. This index is intented to measure the volunteers' assessments of their relations with their best host country friend or friends. It is assumed that achievement of the legislated cross-cultural goals requires as a minimum that volunteers perceive that they have a good friendship with at least one host country person.

1/ "The Peace Corps Act," P.L. 87-293 [H.R. 7500], 75 Sat. 612, approved September 22, 1961.

- Psychological Well-Being. This index is intended to measure the volunteers' perceived overall psychological well-being. It was chosen because the literature of cross-cultural psychology suggests that low psychological well-being may be an early symptom of volunteer problems with adjustment to a new culture. An understanding of such problems could lead to some control over the negative consequences of poor adjustment. For instance, certain types of living and working conditions may be related to adjustment, which in turn, is related to early termination or extension.

In addition to the three indices used throughout this report, a number of individual items from the questionnaire seem to be related to the achievement of Peace Corps' goals. These items, most of which are related to the cross-cultural goals, are discussed along with the indices in the following subsections.

Because data are available from a large number of volunteers, various types and groups of volunteers can be compared on their average scores on each index or question. Such comparisons are made frequently in this report; however, the reader must not infer a causal relationship when there are differences between two groups or types of volunteers. A statistical difference can be explained in many ways, only one of these is that there is a simple causal connection. Although this report will only indicate such differences when there is a very low probability that they could be due to chance (i.e., when they are statistically significant), the relationship between the volunteer characteristics and the dependent variable does not necessarily indicate a causal relationship. This report only provides information about associations which may, on further analysis, prove to be due to a causal link.

The following subsections include descriptions of outcome measures and displays of index scores by region and sector.

Work Satisfaction

In the 1975 survey, work satisfaction was measured by two questions. One asked volunteers "how useful" they thought their jobs were for host country development. 2/ In that year 67% of respondents answered that they thought their jobs were "very useful". In the Second Annual Survey a similar percentage (69%) answered in the same way. The other question asked

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2/ Question 34, Responses 1 and 2 were considered "positive".

how volunteers felt about their "effectiveness in transferring skills to host country people." 3/ Nearly half (48%) of the respondents to the Second Annual Questionnaire answered positively, while only 39% of the 1975 respondents answered positively.

Since a properly constructed multiple-item index constitutes a more reliable measure than do single items, six items from the Second Annual Survey were combined into a single Work Satisfaction Index. 4/ The items asked how the volunteers felt about their primary jobs on dimensions related to their fulfillment, interest, innovativeness, effectiveness, influence, and helpfulness. The index was created so that the mean score for all volunteers is 500. About 68% of the scores fall between 400 and 600 (plus or minus one standard deviation) and about 95% fall between 300 and 700. This system of scaling is similar to that used for college board exams. While the amount of statistical difference between the scores of two groups which is meaningful depends on the purpose for which the information is to be used, a statistically significant difference of 20 points (one fifth of a standard deviation) between groups of volunteers seems to be worthy of notice. In this report a statistically significant difference of 20 points will be referred to as having achieved practical significance. This guideline is based more on the authors' feel of the data than on solid empirical evidence.

As shown in Table 1, there was a difference which is both statistically and practically significant between NANEAP and the other two regions on the Work Satisfaction Index. Volunteers in NANEAP averaged 483 while volunteers in Latin America and Africa averaged 509 and 510 respectively. There were also statistically significant, though smaller, sector differences. Of the major sectors, volunteers in education had the highest mean scores (509) while those in agriculture and rural development were only slightly lower (492) and those in health had the lowest mean scores (488). In terms of practical significance, the volunteers in the health sector were significantly less satisfied with their work then were the volunteers in the education or business and public management sectors.

3/ Question 29K. Response 1 and 2 were considered "positive".
4/ Questions 31A, 31C, 31E, 31F, 31G and 31H. The results of the procedure used to select these items for the index show that volunteers responded to the items as a group following a very consistent pattern, i.e. high scores on the index indicate that volunteers felt positive on the individual items. See Appendix B for more details on index construction.

TABLE 1

MEAN SCORES ON WORK SATISFACTION INDEX
BY REGION AND SECTOR

	Mean Score	Number of Respondents
REGION		
NANEAP	483	1046
Latin America	509	917
Africa	510	976
SECTOR*		
Agriculture/Rural Development	492	777
Business & Public Management	508	144
Education	509	1313
Health	488	413
Urban Development and Public Works	497	181

* Based on self-classification into sector from Question 18B.

Note: The overall F-test for the two analyses of variance shown in this table were each significant at $p < .0001$.

It was hypothesized that if the Work Satisfaction Index were a valid measure, then those volunteers who work very few hours should have very low scores. Data analysis indicated that those volunteers who reported having 30 or fewer hours of work per week registered a mean score of 459. This difference reaches both practical and statistical significance. Furthermore, those 18 volunteers who reported having no primary job registered a mean score of only 391. These data clearly indicate that Work Satisfaction is associated with the number of hours per week that a volunteer works. They also provide some evidence that the Work Satisfaction Index is a valid measure.

Volunteer Social Relationships with Host Country People

The Second Annual Questionnaire and the 1975 questionnaire asked volunteers to describe their feelings about host country people on a six-point scale ranging from extremely positive to very negative. 5/ No statistically significant difference

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5/ Question 36, responses 1, 2 and 3 were considered to be "positive".

could be found between the two years in the percentage of volunteers who responded positively to this item (83% in 1975 and 84% in 1976). The 1976 questionnaire also included an item asking volunteers to rate how positively they felt about "social relationships with host country people". Over three-fourths (76%) of the respondents reported "positive" feelings. 6/

Other individual items related to Peace Corps' cross-cultural goals which will be mentioned in this report include a question asking volunteers how positively they feel about their working relationships with host country people and a question about their perception of the reaction of host country people to them. The percentages of volunteers who gave "positive" responses to these items were 68% and 82% respectively. 7/

The Second Annual Survey also included a series of items about volunteer feelings toward their best host country friend or friends 8/. The items were combined into a Best Friendship Index, similar to the Work Satisfaction Index. The average score on the index is 500. High scores on the Best Friendship Index indicate that volunteers' feelings toward host country friends were warm, friendly, consistent, close, intimate and that their contact with them was frequent.

As seen in Table 2, the Africa region had a slightly lower score (491) on the Best Friendship Index than did either NANEAP (503) or Latin America (506). However, this difference did not quite reach the standard for statistical significance used in this report. It was also found that volunteers in all five traditional Peace Corps job sectors did not differ significantly on the index. However, volunteers in the agriculture sector had a significantly lower mean score than did volunteers in health or education on the question dealing with working relationships with host country people.

Evidence for the validity of the index was found in the relatively strong tendency for people scoring high on the Best Friendship Index to answer the two other questions on social relationships positively. These two items were described above. 9/

6/ Question 29L, responses 1 and 2 are considered "positive".
7/ Questions 29G and 35 respectively. Responses 1 and 2 are considered positive for question 29G; responses 1, 2 and 3 are considered "positive" for question 35.
8/ Questions 32A, 32B, 32C, 32D, 32F, and 32G.
9/ The first item mentioned is Question 36 (i.e. the volunteers feelings about host country nationals) and the second is Question 29L (i.e. the volunteers feelings about their social relationships with host country people). The correlation between the Index and Question 36 is .46 and the correlation between the Index and Question 29L is .56.

TABLE-2

MEAN SCORES ON THE FRIENDSHIP INDEX BY REGION

Region	Mean Score	No. of Respondents
NANEAP	503	1046
Latin America	506	917
Africa	491	976

NOTE: This difference is not statistically significant at the .0001 level. The actual p value is .0016.

Psychological Well-Being

Adjusting to a new culture can be a stressful experience that could negatively affect a volunteer's psychological well-being. This in turn could affect his or her ability to achieve Peace Corps' goals. 10/ In order to examine this, an overall measure of psychological well-being was included in both the 1975 and 1976 questionnaires. 11/ This frequently used index is generally referred to as a measure of "happiness" or "affect balance". For this report, it has been standardized so that the average score among all volunteers in the survey is 500 and the standard deviation is 100.

As shown in Table 3, there is a small increase in overall Psychological Well-Being between 1975 and 1976. In general, volunteers scored slightly higher on the index than did a general sample of the American population in 1969. Though NANEAP had a slightly lower average Psychological Well-Being score (492) in 1976 than did Latin America (506) or Africa (504), the difference did not quite reach statistical significance. Nevertheless, this difference exactly parallels regional differences found in the 1975 survey. There were no significant differences on the Psychological Well-Being Index among volunteers in the various work sectors.

10/ For example see Menninger, W. W. and J. T. English, "Psychiatric Casualties from Overseas Peace Corps Service", Bulletin Menninger Clinic, 29 (3): 148-158, May 1965.

11/ Bradburn, Norman The Structure of Psychological Well-Being. Chicago: Aldine, 1969. Bradburn named the index the Affect Balance Scale (ABS) and supplied validity and reliability data. For this report scores were standardized with a mean score of 500. The score is derived from responses to Question 37.

TABLE 3

MEAN SCORES ON PSYCHOLOGICAL WELL-BEING INDEX
BY REGION AND SURVEY

	1975 Survey	1976 Survey	1969 U.S. Sample*
Entire Sample	495 (3236)**	500 (2815)	484 (2726)
Peace Corps Region			
NANEAP	487 (1136)	492 (998)	
Africa	498 (1006)	504 (931)	
Latin America	500 (985)	506 (886)	

* Ibid. footnote 11, page 12.
** Numbers in parentheses are the number of persons who responded to the question.

NOTE: These differences were not significant at the .0001 level. The actual p value for overall regional differences in the 1976 survey was .0045.

Another general measure of volunteer happiness or morale was a question which asked volunteers to describe how positively they felt about Peace Corps in general. 12/ In 1975, 87% of the volunteers responded positively to this question. In 1976, a nearly identical percentage (86%) responded positively.

Relationships Among the Three Primary Outcome Measures

The three primary outcome measures used in this study (Work Satisfaction, Friendship, and Psychological Well-Being) are

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12/ Question 38. Responses 1 and 2 were considered to be "positive". This question has a moderate correlation with the Psychological Well-Being Index (r = .35).

all correlated with each other. 13/ That is, volunteers who score highly on one measure also tend to score highly on each of the other measures. However, there is also evidence that they are not just different measures of the same general state of volunteers. For example, one might predict that while there should be a very strong significant positive relationship between the number of structured hours worked and scores on the Work Satisfaction Index, there should not be a significant relationship between structured work hours and the Best Friendship Index. This is in fact what is found. One might also expect that rural volunteers would face greater stress in trying to adapt to a new culture and that this would be reflected in lower scores on the Psychological Well-Being Index, but that Work Satisfaction scores should show no significant differences between rural and urban areas. As will be shown in the next section, this was also found.

Summary

Comparisons of 1975 and 1976 responses to questions about the general quality of the Peace Corps experience produced the following:

- In 1975 and 1976, approximately the same percentages of volunteers (67% and 69% respectively) rated their work as "very useful" for host country development.

- The percentage of volunteers that felt positively about their "effectiveness in transferring skills to host country people" increased from 39% in 1975 to 48% in 1976.

13/ The following table shows the intercorrelations (r):

	INDEX	1	2	3
1.	Work Satisfaction	1.00	.33	.52
2.	Best Friendship		1.00	.24
3.	Psychological Well-Being			1.00

Though the Work Satisfaction and Friendship Indices are separate factors from the same factor analysis, they are not independent because an oblique rotation was used. In part this was done because it did not seem probable that these two variables would in fact be completely unrelated.

- Average scores on the Psychological Well-Being Index were about the same in 1975 and 1976. In both years volunteers scores were slightly higher than the 1969 average score of a general sample of the U.S. population.

- In 1975 and 1976, approximately the same percentage of volunteers (83% and 84% respectively) said they felt "positively" toward host country nationals.

The following was found when regional comparisons were made with 1976 data.

- Volunteers in NANEAP had a significantly lower mean score on the Work Satisfaction Index than volunteers in the other two regions.

- There were no statistically significant differences among the regions on the Best Friendship or Psychological Well-Being Indices.

Sector comparisons produced the following:

- On the Work Satisfaction Index, volunteers in Education, and Business and Public Management had the highest mean scores while those in health had the lowest.

- There were no statistically significant differences among sectors on the Best Friend or Psychological Well-Being Indices.

Finally, considerable evidence has been presented relevant to the validity and reliability of the three indices which are introduced in this section of the report. Since there is good reason to believe that they actually measure the conceptual dimensions presented at the beginning of the section, they will continue to be used throughout the remainder of the report as the principal measures of the quality of the volunteer experience. However, where it is appropriate, data derived from individual questionnaire items will be used to augment data derived from the indices.

SECTION III:
KEY PROGRAMMING
ACTIVITIES

SECTION III

VOLUNTEER ASSESSMENT OF KEY PROGRAMMING ACTIVITIES

This section of the report presents descriptive data on four major programming activities: recruitment and placement, training, program development, and program implementation. It provides the volunteers' own assessments of each area and, where possible, relates program characteristics to the outcome measures described in Section II.

Recruitment

This subsection will focus on volunteer perceptions of the recruiting process, a profile of the volunteers recruited, and an analysis of reasons why people volunteer for Peace Corps.

Volunteer Profile. Typically, a volunteer is a 24 year old single male with a college degree and some pre-service work experience. However, about 40% of volunteers are women, 11% are over 30, 17% are married, and 39% have had less than one year of pre-service work experience. As can be seen in Table 4 (next page), there are only small changes between 1975 and 1976 on the sex and age distribution of volunteers. However, there is a statistically significant decrease of six percentage points in the number of married volunteers between 1975 (23%) and 1976 (17%).

Respondents to the 1976 survey averaged 4.6 years of post-secondary education. While 39% of the respondents had more than four years of post-secondary education, only seven percent had fewer than four years. Table 5 shows that the largest proportion of the sample had their most recent educational experience in the social sciences or humanities, and math or the hard sciences (19%). The most common pre-service work experience was in teaching/education.

In general, volunteers who were older, who were married, or who had more than four years of post-secondary schooling when they began service, had higher scores on the Work Satisfaction and Psychological Well-Being Indices.

TABLE 4

PROFILE OF RESPONDING VOLUNTEERS*

		1975 (N = 3479)	1976 (N = 3026)
Sex	Male	63%	61%
	Female	37%	39%
Age	Range:	20-80	20-75
	median	24 years	25 years
	20-25	61%	61%
	26-30	28%	27%
	31-50	7%	7%
	over 50	4%	5%
		100%	100%
Marital Status**	Single	73%	78%
	Married	23%	17%
	Previously Married	4%	5%
		100%	100%
Years of Post-Secondary Education	0-3	comparable data are not available	7%
	4		54%
	5-6		32%
	7-12		7%
			100%

* Data comparing the sample to the population at the time of the survey is presented in Appendix B.

** The only differences between years which are significant are those for marital status, $p < .0001$ (chi square test).

TABLE 5

ACADEMIC AND WORK EXPERIENCE PROFILE

Field	Field of Study	Work Experience
Social Sciences/Humanities	20%	2%
Math/Physical or Biological Sciences	19	4
Teaching/Education	17	22
Business/Economics/Accounting	7	6
Forestry/Fisheries/Earth Sciences	7	4
Medicine/Nursing/Health	6	8
Engineering/Planning/Architecture	5	4
Agriculture/Farming	5	7
Social Work/Mental Health	3	5
Trade e.g. mechanic, electrician	2	6
Technician e.g. computer programmer, lab technician	1	4
Sales	0	3
Secretarial/clerical	0	3
Law	0	0
Unskilled Labor	0	8
Other	7	10
NONE	1	4
	100%	100%

Source: Response to Questions 12A & 12B

Table 6 shows that volunteers below 26 years of age and those with fewer than five years of post-secondary school education scored slightly below average on these indices. Volunteers over 30 and those who were formerly married scored somewhat higher than others on the question asking about their satisfaction with their working relationships with host country people. These volunteer characteristics were not related to scores on the Best Friendship Index. Although there were no significant differences between the sexes on the Work Satisfaction and Psychlogical Well-Being Indices, women did score higher than men on the Best Friendship Index (507 to 495). 1/ The older volunteers and the married and formerly married volunteers also had significantly higher scores on the question on how they perceived their working relationships with host country people (Question 29G).

1/ This difference was significant at the .001 level. Other information on sex differences is reported in Section IV.

TABLE 6

DIFFERENCES IN MEAN SCORES ON OUTCOME INDICES BY VOLUNTEER CHARACTERISTICS

	Work Satisfaction Index		Psychological Well-Being Index	
Age at Beginning of Service	Mean score	N	Mean score	N
20-22	498	(1016)	494	(967)
23-25	494	(1176)	493	(1128)
26-30	505	(478)	506	(464)
31 or older	528	(260)	553	(247)
Marital Status				
Single	No		494	(2210)
Married	Significant		518	(475)
Separated/Divorces	Differences		535	(101)
Widowed				
Years of Post-Secondary Education				
0-3	491	(194)	508	(191)
4	493	(1575)	490	(1497)
5-6	507	(934)	507	(907)
7-12	532	(203)	538	(193)

NOTE: Numbers in parentheses are the number of respondents in each category. Reported overall differences are significant, $p < .0001$ (F test).

The effect of the number of years of post-secondary education on work satisfaction varies significantly between regions. The number of years of post secondary education have the most significant effects on work satisfaction in Africa. Africa is the only region where the volunteers with three or less years of college have significantly higher scores on the Work Satisfaction Index than volunteers with between four and seven years of college (see Appendix C for other region effects).

Reasons for Volunteering. Peace Corps' ideal of helping others to help themselves is still a primary motivation for volunteering for overseas service. As shown in Table 7, the most commonly cited reasons for volunteering were helping and sharing with others.

TABLE 7
MOTIVATIONS FOR JOINING PEACE CORPS

Category	Primary (N = 2945)	Secondary (N = 2917)
"Altruistic"--Help/Share with others (Q8A, responses 1, 2 or 3)	40%	30%
Get Away, Travel, "Grow" (res. 4, 7 or 8)	37%	46%
Interest in Other Cultures (response 5)	14%	16%
Career Advancement (response 6)	7%	7%
Other (response 9)	2%	1%
	100%	100%

Volunteers who reported the most "altruistic" primary motivations had higher average scores than other volunteers on the Work Satisfaction, Best Friendship, and Psychological Well-Being Indices (See Table 8). In terms of practical significance, the "altruistic" volunteers are different from those who had other motivations on all three indices. Other differences which meet the standard for practical significance are indicated in Table 8.

TABLE 8
DIFFERENCES IN MEAN SCORES ON OUTCOME INDICES
BY PRIMARY MOTIVATION FOR JOINING

Primary Motive for Volunteering	Work Satisfaction Index	Best Friend Index	Psychological Well-Being Index
"Alturisitic"--Help/Share with others (Q8A, responses 1, 2, or 3)	513 (1137)	509 (1137)	514 (1085)
Get Away, Travel, "Grow" (responses 4, 7 or 8)	490 (1058)	492 (1058)	488 (1020)
Interest in Other Cultures (response 5)	493 (399)	506 (399)	497 (383)
Career Advancement (response 6)	503 (192)	480* (192)	493 (189)

NOTE: On all three indices overall F tests were significant at .0001. Numbers in parentheses are number of respondents Practical significance (20 point difference) can be found by examining the lines between numbers.

In both 1975 and 1976 the factor most often given as being responsible for the respondent's INITIAL interest in Peace Corps was "articles, books or news reports". However, in 1976, 16% of respondents said their initial interest was brought about by advertisements as compared to 11% in 1975 (See Table 9).

TABLE 9

SOURCES FOR INITIAL INTEREST IN PEACE CORPS

Category	1975	1976
Articles, Books, News	28%	29%
Advertisements	11	16
Returned Peace Corps Volunteers	13	16
Relative/Friend	10	11
Peace Corps Recruiter	9	10
Other	29	18
	100%	100%

Source: Response to Question 7

Volunteer Perceptions of Recruitment. During both years a similar percentage of volunteers responded "not applicable" to a question about their Peace Corps recruiter (43% and 45% of the volunteers in 1975 and 1976 respectively). This could be interpreted as an indication that these volunteers had not contacted a Peace Corps recruiter. In both years, nearly three-fourths of those volunteers who indicated that they had contact with recruiters reported they had very positive experiences with them (72% and 74% in 1975 and 1976 respectively). Of the volunteers who answered the questions about recruiters (those who did and did not have contact with recruiters) 21% reported positive experiences.

Volunteers do not tend to feel very positively about either the amount or accuracy of pre-service information. Only 39% said they felt positively about the accuracy of pre-service information and over half the volunteers (56%) said they received "too little" pre-service information. In addition, volunteers did not report an improvement in the length of time between their application and acceptance. In 1976, 60% reported that the application period was less than six months as compared with 59% in 1975.

Training

Volunteers were asked to rate each of the three major pre-service training components--language, cross-cultural, and technical. Table 10 shows that a majority (64%) of first-year

volunteers rated language training positively, but fewer than half rated the technical and cross-cultural components positively (37% and 42% respectively). Table 10 also shows that first-year volunteers in 1976 rated all aspects of their training slightly higher than did first-year volunteers in 1975. 2/

TABLE 10

RATINGS OF PRE-SERVICE TRAINING COMPONENTS BY FIRST-YEAR VOLUNTEERS

	% "Positive" Response* 1975	1976
Language Component (Question 29D)	57% (1550)	64% (1137)
Technical Component (Question 29E)	37% (1327)	39% (1023)
Cross-Cultural Component (Question 29F)	42% (1623)	45% (1201)

* Responses "1" or "2" were considered "positive".

Among all volunteers, those in both English-speaking and non-English speaking countries, 55% said they use a non-English host country language at least half the time on their jobs and 64% said they used the host-country language more than half the time in social situations. In order to augment their preservice language training, nearly three-fourths (74%) of these respondents said they received some in-service language training.

There is evidence that language fluency is related to work satisfaction among volunteers who use the host country language on their jobs. The 55% of respondents who reported using a language other than English on the job at least half the time were divided into those with relatively high fluency and those with relatively low fluency. Relatively high fluency volunteers were those who reported current Foreign Service Institute scores of "3" or higher. 3/ An FSI score of "3" was defined as being "able to express yourself with ease and fluency in most situations, but with many mistakes

2/ Only first year volunteers from each year were compared since second-year respondents in 1976 are the same cohort as first-year respondents from 1975.
3/ Note that "fluency" is defined differently in Section IV.

in grammar and vocabulary". The high fluency volunteers had a mean score of 506 on the Work Satisfaction Index. Lower fluency volunteers had a mean score of only 481. 4/ Thus language proficiency is positively related to work satisfaction.

For many volunteers, an important aspect of pre-service cross-cultural training is the opportunity to live with a host country family. Thirty-eight percent of the respondents reported that they had lived with a host country family through most of training and another 28% said they had lived with a host country family through some of training. Table 11 shows that volunteers who had lived with host country families during most of training scored higher on the three major outcome measures than did volunteers who did not. Further analysis tended to indicate that the higher scores among volunteers who had live-in experiences are not due to differences in the types of countries that tend to have live-in training. Though differences between volunteers who did and did not have a live-in experience fall short of the criteria for practical significance, they are consistant across indices.

TABLE 11

DIFFERENCES IN MEAN SCORES ON OUTCOME MEASURES RELATED TO LIVING WITH HOST COUNTRY FAMILIES DURING TRAINING

Lived with Host-Country Family Through most of Training	Work Satisfaction Index	Best Friendship Index	Psychological Well-Being Index
Yes	508* (1116)	508* (1116)	510** (1083)
No	495 (1803)	495 (1803)	494 (1714)

* $p \leq .0005$
** $p \leq .0001$
NOTE: Numbers in parentheses are number of respondents.

There are differences in the effect of living with a family during training, however, between regions. The effects of living with a family during training have greater significance in Africa than the other two regions (for a full discussion of region effects see Appendix D).

4/ This difference remained significant even after the effects of lengths of service were partialed out.

Program Development

Volunteers supplied several pieces of information related to the quality of their assignments which may prove to be useful in improving programming. A comparison of first-year volunteers from 1975 and 1976, shows that people who entered service between roughly July, 1975 and July, 1976 rated the accuracy of their job descriptions more positively than did volunteers who entered the year before by 49% to 37%. Nevertheless, a substantial proportion of volunteers did not feel positively about the accuracy of their job descriptions.

Volunteers tend to be assigned to stable jobs in which no volunteer preceded them. Table 12 shows that 83% reported that they are still doing the jobs to which they were first assigned and 68% reported that they did not have a PCV predecessor doing their job before they arrived. However, the same table shows that only about one third (36%) felt positively about expanding the number of volunteers in their type of job. About the same number (38%) felt there would be "too little" useful work for another PCV to be assigned to their site after they leave.

TABLE 12

VOLUNTEER ASSESSMENT OF ASSIGNMENT DEVELOPMENT

% now doing jobs to which they were first assigned (Question 4D, 2950 total respondents)	//////////////	83%
% who did NOT have a PCV predecessor in their job (Question 20, 2970 total respondents)	//////////////	68%
% feeling POSITIVELY about expanding the number of volunteers in their type of job (Question 29P, responses 1 or 2; 2814 respondents)	///////	36%
% feeling there would be "TOO LITTLE" useful work for a PCV replacement at their site when they terminate (Question 30H, responses 5, 6, or 7; 2649 respondents)	///////	38%

NOTE: Each / represents 5% of the respondents to the item.

There was a wide range in the number of working hours reported by volunteers. They were asked to report the total number of structured and less structured hours worked during an average work week. The average (mean) number of structured hours reported was 31 and the average (mean) number of less structured hours was 11. Volunteers reported that they worked an average of 42 hours per week overall. A very important finding is shown in Table 13. The number of total hours worked by volunteers is strongly related to their scores on the Work Satisfaction, Best Friendship, and Psychological Well-Being Indices. Generally, the longer the volunteers' work week, the more satisfied he is with his work, the better he gets along with his best host country friends and the higher his psychological well-being. The criteria for practical significance (20 point differences) is achieved among almost all groups in Table 13. The most important exception is that there is little or no difference between volunteers who worked between 31 and 40 hours and those volunteers who worked between 41 and 50 hours per week on any of the three indices. In addition, volunteers who reported working longer hours also had higher mean scores on the two questions about their general social relations with host country people (questions 29L and 36), on how positively they felt about their working relationships with host country people (question 29G), on how positively they perceived that host country people felt about them (question 35), and on how positively they felt about Peace Corps in general (question 38). These associations with work hours are among the most consistent and strongest findings found in these data.

TABLE 13
RELATIONSHIP BETWEEN TOTAL NUMBER OF HOURS WORKED AND OUTCOME INDICES

Total Number of Hours Worked Per Week	Work Satisfaction Index	Best Friendships Index	Psychological Well-Being Index
51 or more	532 (518)	516 (518)	516 (486)
41-50	512 (723)	506 (723)	505 (685)
31-40	497 (834)	495 (834)	505 (813)
Less than 30	459 (571)	481 (571)	474 (552)

* Self reports based on the summation of responses to questions 25 and 26. Numbers in parentheses are number of respondents. Overall differences are significant at less than the .0001 level (F test).

Of the 2540 respondents who answered a question about secondary job activities, 81% said they had a secondary job. However, it may be that most of those who did not respond would have reported no secondary job. From among those who reported having a secondary job, 54% reported that their primary and secondary jobs were in the same sector. More volunteers in Africa (27%) reported that they had no secondary job than did volunteers in NANEAP (23%) or Latin America (18%). Volunteers who reported having no secondary job had relatively low scores on all three indices of the quality of the volunteer experience--483 on Work Satisfaction, 484 on Best Friendship and 482 on Psychological Well Being.

Another important aspect of program development is whether the volunteer is sent to an urban or rural area. Almost half (49%) of the volunteers reported living in places with populations under 10,000. Table 4 shows a slightly higher percentage of volunteers living in rural areas in 1975 than in 1976. However, in both years nearly one-fourth reported living in the capital city of the country in which they serve.

TABLE 14

VOLUNTEER DISTRIBUTION BY SITE POPULATION

% of volunteers who live in:	1975	1976
Nation's Capital	24%	23%
Urban Area (other area with over 10,000 inhabitants)	30%	28%
Rural Area (place with under 10,000 inhabitants)	46%	49%

It was found that volunteers living in urban areas had significantly higher scores on the Psychological Well-Being than did volunteers in rural areas. The mean score on the index was 508 in urban areas and 491 in rural areas. These differences are statistically but not practically significant (no 20 point differences). There were no significant differences between urban and rural volunteers on either the Work Satisfaction or Best Friendship Indices. There were significant differences between urban and rural volunteers on the individual item of general host country relations question 36).

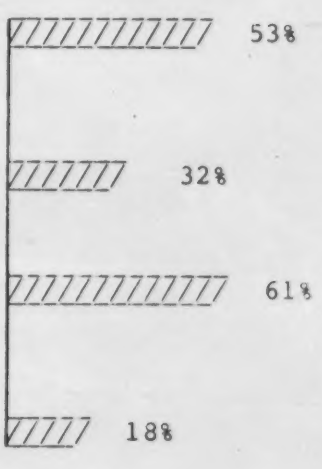
Program Implementation

As defined for this report, program implementation refers to the amount and type of in-service support and supervision received by volunteers. Table 15 shows the percentage of respondents who received various types of support and/or supervision. Over half (53%) of the survey respondents reported that they had contact with supervisory personnel from their host-country agency at least once per month. On the other hand, less than one third (32%) reported having contact with Peace Corps staff about their job that often. The table also shows that 61% of volunteers worked with a host country counterpart on their job. However, very few volunteers (18%) wrote monthly reports about their work activities either for Peace Corps or their host-country agency.

TABLE 15

FREQUENCY OF VOLUNTEER SUPPORT AND SUPERVISION

	% of Volunteers Doing Activity Once per Month or More
Contact with Supervisory Personnel from Host Country Agency regarding work (Question 28C, 2947 respondents)	53%
Contact with Peace Corps Staff Regarding Work (Question 28A, 2953 respondents)	32%
Work with Host-Country Counterpart (Question 28D, 2940 respondents)	61%
Write Reports about Work for either Peace Corps or Host-Country Agency (Question 28E, 2928 respondents)	18%



Volunteers who had contact with host-country agency supervisory personnel once per month or more were compared to those who did not. As can be seen in Table 16, those who had such

frequent contact scored higher on the Work Satisfaction and Psychological Well-Being Indices than did other volunteers. These differences are statistically but not practically significant. There were no significant differences between these groups on the Best Friendship Index. Furthermore, there were no significant differences in any of the indices between volunteers who had frequent and those who had infrequent contact with Peace Corps staff regarding their work.

TABLE 16

RELATIONSHIPS BETWEEN AGENCY CONTACT AND OUTCOME INDICES

	Mean Score on: Work Satisfaction	Psychological Well-Being
AGENCY CONTACT:		
More than once per month	505* (1795)	506** (1709)
Less than once per month	492 (1094)	490 (1044)

* Difference is significant at less than .001 (F-test). Figures in parentheses are number of respondents.

** Differences are significant at less than .0001 (F-test).

The volunteers' amount of contact with their host agency personnel also created significant differences in the volunteers' response to two other individual items. Volunteers with higher agency contact have significantly higher scores on their general host country relations (question 36) and on their relationships with host country people on the job (question 29G).

When asked whether they thought there was "too much" or "too little" support and supervision, many volunteers reported "too little". Nearly half (47%) said they received "too little" Peace Corps support and supervision and even a larger percentage (62%) said they received "too little" host-country agency support and supervision. This latter finding, when combined with the evidence presented in Table 16, indicates that more emphasis should be placed on locating and/or encouraging host country agencies to provide greater support and supervision to volunteers. Table 17 also shows that nearly half (46%) of the respondents thought their living allowances were "too little".

TABLE 17

VOLUNTEER PERCEPTIONS OF AMOUNT OF SUPPORT RECEIVED

	% Feeling They Received "Too Little"
Peace Corps Staff Support and Supervision (Question 30D, 2885 respondents)	47%
Host-Country Agency Support and Supervision (Question 30C, 2911 respondents)	62%
Living Allowance (Question 30E, 2968 respondents)	48%

Volunteers also stated how positively they felt about their medical support, availability of transportation for their work, and availability of equipment and supplies. As can be seen in Table 18, the respondents were split about evenly as to how positively they felt about the availability of transportation. However, there was a high degree of agreement that medical support was good and that availability of equipment and supplies was not so good.

TABLE 18

VOLUNTEER PERCEPTIONS ABOUT SUPPORT SERVICES

	% Feeling "Positively"
Availability of Transportation for Work (Question 29I, 2437 respondents)	49%
Medical support from Peace Corps (Question 29N, 2974)	73%
Availability of Equipment and Supplies (Question 29 29J, 2882 respondents)	35%

Summary

A number of items examined in this section of the report were found to be significantly related to the three indices introduced in Section II--Work Satisfaction, Best Friendship, and Psychological Well-Being. The following items were found to have significant relationships with all three indices:

- education -- volunteers who had more than four years of education scored higher;
- primary motivation -- volunteers who joined Peace Corps primarily for "altruistic" reasons had higher scores on the three indices;
- live-ins -- volunteers who had the opportunity to live with a host-country family during training scored higher; and
- number of work hours -- volunteers who had more than 40 total (structured and unstructured) work hours per week scored higher on all three indices.

Additional items which had a significant relationships with only the Work Satisfaction and Psychological Well-Being indices were:

- age -- volunteers who were older at the beginning of service had higher scores; and
- host-country agency contact -- volunteers who had frequent (i.e. once a month or more) contact with host-country agency personnel scored slightly higher on the two indices.

One item had a signficant relationship with the Work Satisfaction Index, but not with the other indices.

- language competency -- from among those volunteers who used a host-country language at least 50% of the time, those who had better than average language ability scored higher on this index.

And one item had a significant relationship with the Psychological Well-Being Index, but not with the other indices.

- urban placement -- volunteers who lived in urban areas (the nation's capital city or places with over 10,000 inhabitants) had higher scores on this index than those in rural areas.

Findings not related to the three indices included the following:

- From among the three components of pre-service training, language training received the highest percent of positive volunteer responses (64%).
- Almost two-thirds (62%) of the volunteers felt they received too little support and supervision from their host-country agency.
- Nearly half the volunteers (47%) also felt they received too little Peace Corps staff support and supervision.

Finally, it should be noted that, while the amount of host-country agency staff contact with volunteers was related to the Work Satisfaction Index, Peace Corps staff contact was not related to any of the three indices.

SECTION IV:
SPECIAL ISSUES

SECTION IV

SPECIAL ISSUES

This section of the report uses data from the Second Annual Survey to examine four issues of special interest to the Agency. These issues are: 1) differences among volunteers by type of work, 2) sex differences among volunteers, 3) differences among volunteers at various points of service, and 4) early termination and extension.

Differences Among Volunteers by Type of Work

It was noted in Section II of this report that a significant difference exists between the responses of volunteers in various work categories commonly referred to as "sectors"1/ with respect to their Work Satisfaction. The results of this survey show, however, that on most issues there are few significant differences between such sectors and that there are large differences among volunteers within each of the five sectors. For purposes of analysis, therefore, the jobs which volunteers perform as their primary activity were grouped into 21 more specific categories.2/

Table 19 presents the average score of respondents within each type of work on each of the three indices which measure the quality of the Peace Corps experience, i.e. Work Satisfaction. Best Friendship and Psychological Well-Being. Work categories are listed in rank order starting with the group having the most positive average score on the given index. Lines have been drawn on each table to indicate those work categories that are 20 points above or below the mean.

1/ The word "sector" refers to the traditional classification of Peace Corps activities as follows: Agriculture and Rural Development, Business and Public Management, Education, Health, and Urban Development and Public Works.

2/ These categories were formed by grouping the job codes which were used by the respondents to answer question 18B. See Appendix B for details. It should be noted that these categories are not entirely satisfactory for analysis and there is no evidence on the validity of the coding scheme. The lack of a good system for the categorization of volunteer activities is a major problem.

TABLE 19

COMPARISON OF WORK CATEGORIES BY
PERCEIVED QUALITY OF THE VOLUNTEER EXPERIENCE

A Work Satisfaction Index			B Friendship Index		
Work Category	Mean Score	No. of Respondents	Work Category	Mean Score	No. of Respondents
Irrigation/Water/Wells	549	55	Child Health Care	532	119
Urban Community Development	529	42	Rural Cmty Development	528	94
Univ. Ed./Teacher Training	526	146	COOPs	526	89
Ed Admin/Guidance	522	27	Ed Admin/Guidance	522	27
Small Business	515	50	Urban Cmty Development	517	42
Other Education	509	363	Professional Health	511	122
Math/Science Education	506	369	Univ. Ed Teacher Trng	509	146
English,TEFL/TESL	504	388	Pre-School & Elementary Ed	508	79
Paramedical Services	504	52	Bus/Pub. Management	506	40
Professional Health	502	122	Agricultrual & Geo. Research	504	208
Agricultural & Geo. Research	501	208	Sanitation & Disease Control	504	80
Business/Public Management	501	40	Other Education	497	363
Pre-School & Elementary Ed	500	79	Irrication/Water/Wells	497	55
Envirnmtl Prot/National Parks	493	79	English TEFL/TESL	496	388
Child Health Care	492	119	Agricultural Extension	496	244
COOPs	491	89	Math/Science Education	490	369
Urban Trades	490	43	Urban Trades	484	43
Rural Community Development	489	94	Urban Dev/Public Works	481	91
Urban Dev. & Public Works	485	91	Para-Medical Services	480	52
Agricultural Extension	468	234	Small Business	477	50
Sanitation & Disease Control	453	80	Envirnmtl Prot/Natl Parks	458	79

TABLE 19
(continued)

COMPARISON OF WORK CATEGORIES BY
PERCEIVED QUALITY OF THE VOLUNTEER EXPERIENCE

C. Psychological Well-Being Index

Work Category	Mean Score	No. of Respondents
1. Urban Community Development	542	40
2. Small Business	526	49
3. Other Education	517	344
4. Univ. Ed Teacher Training	512	140
5. Professional Health	512	121
6. Ed Admin/Guidance	511	26
7. Business/Public Management	507	38
8. Irrigation/Water/Wells	506	52
9. Para-Medical Services	503	50
10. Envirnmtl Prot/National Parks	503	73
11. Rural Community Development	500	92
12. English TEFL/TESL	499	363
13. COOPS	498	82
14. Math/Science Education	498	351
15. Pre-School & Elementary Education	495	73
16. Agricultural & Geo Research	491	200
17. Child Health Care	488	114
18. Urban Trades	486	40
19. Urban Dev. & Public Works	484	85
20. Agricultural Extension	484	225
21. Sanitation & Disease Control	469	80

Sex Differences Among Volunteers

Volunteer Distribution

While most volunteers are male (61%), Table 20 shows that there is a higher proportion of women in Latin America than in the other two regions. There are also proportionately more women than men in capitol cities and fewer in rural areas (see Table 21).

TABLE 20
SEX DISTRIBUTION BY REGION

Region	Percent Female	Percent Male
Africa	37%	63%
Latin America	45%	55%
NANEAP	37%	63%

TABLE 21
PLACE OF RESIDENCE BY SEX

	Percent in * Capitol City	Percent in Urban Areas	Percent in Rural Areas
Female	27%	28%	45%
Male	20%	29%	51%

* Based on self reports to Question 22, Urban is defined as a non-capitol city of over 10,000 inhabitants.

Women tend to be concentrated into two work areas -- education and health. From among all women in the survey 53% reported that their primary job was in the education sector and 25% reported that thier primary job was in the health sector. The comparable percentages for men are 43% and five percent respectively. Proportionately more men than women work in agricultural extension and rural community development. Table 22 provides the percentages of women in selected work categories.

TABLE 22

PERCENTAGE OF MEN AND WOMEN IN SELECTED AREAS OF WORK

Education Specialties

	TEFL/ TESL	Math/ Science	Univ. Educ./ Teacher Train	Pre- & Elementary	Admin./ Guidance	Other educ.	TOTAL EDUCATION
Percent of Women in:	17%	10%	6%	5%	1%	15%	53%*
Percent of Men in:	12%	15%	5%	1%	1%	11%	43%

Health Specialities

	Child Health	Other Professional Health	Para-Medical	Sanitation & Disease Control	TOTAL HEALTH
Percent of Women in:	10%	9%	3%	3%	25%
Percent of Men in:	1%	1%	1%	3%	5%

*Rows do not sum due to rounding error.

Performance Indicator

Though women scored slightly higher than men on the Best Friendship Index (507 to 495), the difference was not significant. There were also no significant differences between males and females on the Work Satisfaction or Psychological Well-Being Indices. Furthermore, survey data tend to indicate that men and women have equal rates of extension and early termination. For both groups, 11% reported that they had served more than two years and six percent said they might or would definitely terminate early. However, a greater percentage of men (50%) than women (42%) reported that they work more than 40 hours per week.

Culture and Sex Differences

It has frequently been hypothesized that women volunteers would have a hard time adjusting to life in Islamic countries because of the very rigid cultural norms with regard to the female role. In order to examine this, countries were grouped into those that were at least 65% Catholic, 65% Islamic or 65% of local/traditional religion. Table 23 tends to confirm the hypothesis that females have a particularly hard time adjusting to Islamic cultures. Women in Islamic countries have an average score of only 468 on the Psychological Well-Being Index. This is lower than men in Islamic countries (487) and considerably lower than men or women in the other groups of countries. It may suggest that greater attention should be paid in preparing women to enter Islamic countries.

TABLE 23

MEAN PSYCHOLOGICAL WELL-BEING SCORES
BY NATIONAL RELIGION AND SEX

Dominant National Religion	Sex of Respondent Male	Female
Islam	487 (128)*	468 (98)
Catholic	508 (506)	500 (398)
Local traditional	510 (351)	491 (236)

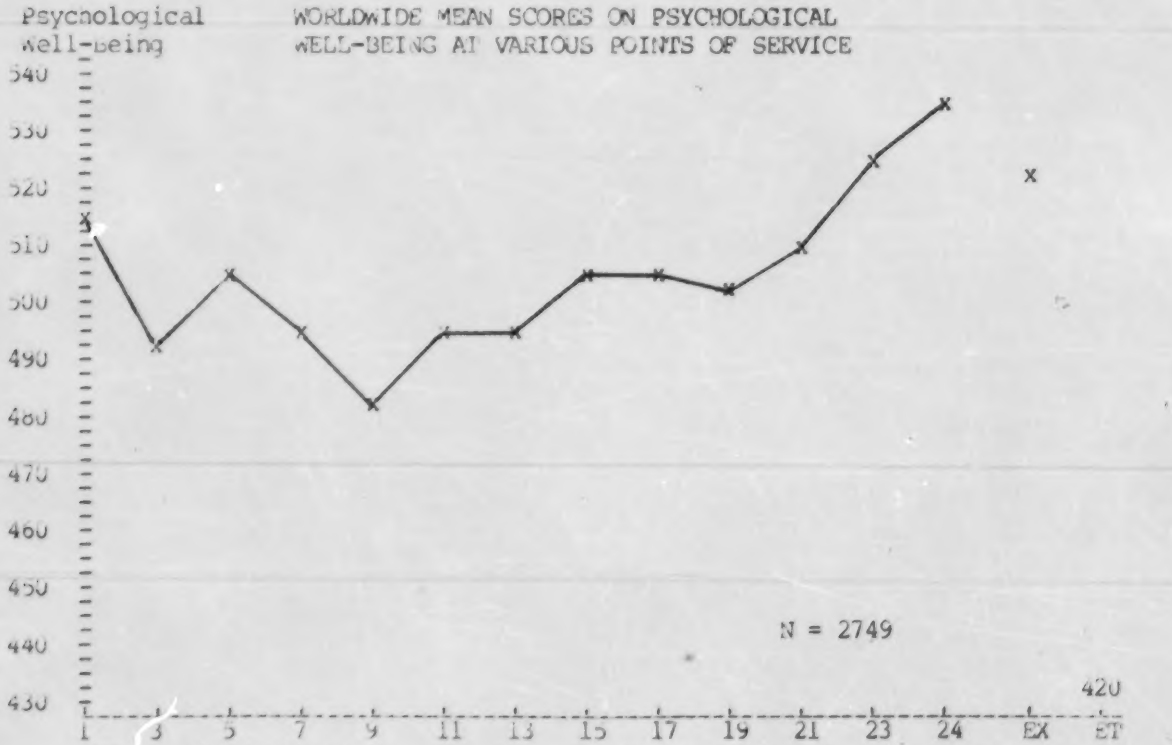
* Numbers in parenthesis are numbers of respondents.

Differences among Volunteers at Various Points of Service

Worlawide Adjustment Patterns

Over the course of two years of service, volunteers continuously adjust to the culture they have entered. This process produces changes in their psychological well-being, work satisfaction and friendships with host country people. In order to identify patterns of change, respondents were divided into groups based on the length of time they had served. Mean scores on each of the three indices of the quality of the volunteer experience were calculated for each length-of-service group. Figure 1 displays mean scores on the Psychological Well-being Index for fifteen groups of volunteers. The first twelve were formed by combining volunteers into two month length-of-service groups beginning with zero and one months and ending with 22 and 23 months. The thirteenth group is composed of volunteers who had served 24 months and the fourteenth group of volunteers who had served more than 24 months (extendees). The fifteenth group is composed of volunteers who, regardless of how long they had served, said they might or would definitely terminate early. These "Early Terminees" were separated from the other respondents because it was known that their scores on each of the three indices were lower than those for other volunteers (see the following subsection). It was reasoned that including them would distort any pattern that might appear.

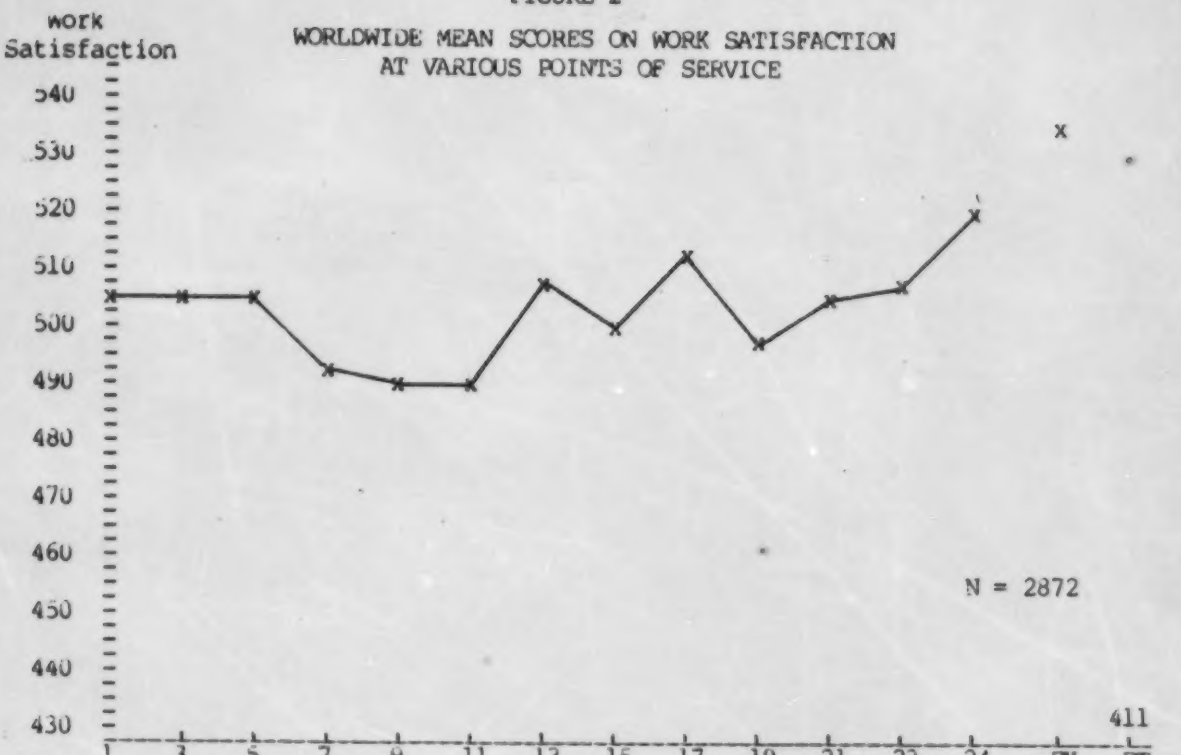
FIGURE 1



NOTE: EX = Extendees
ET = Volunteers who say they may terminate early

FIGURE 2

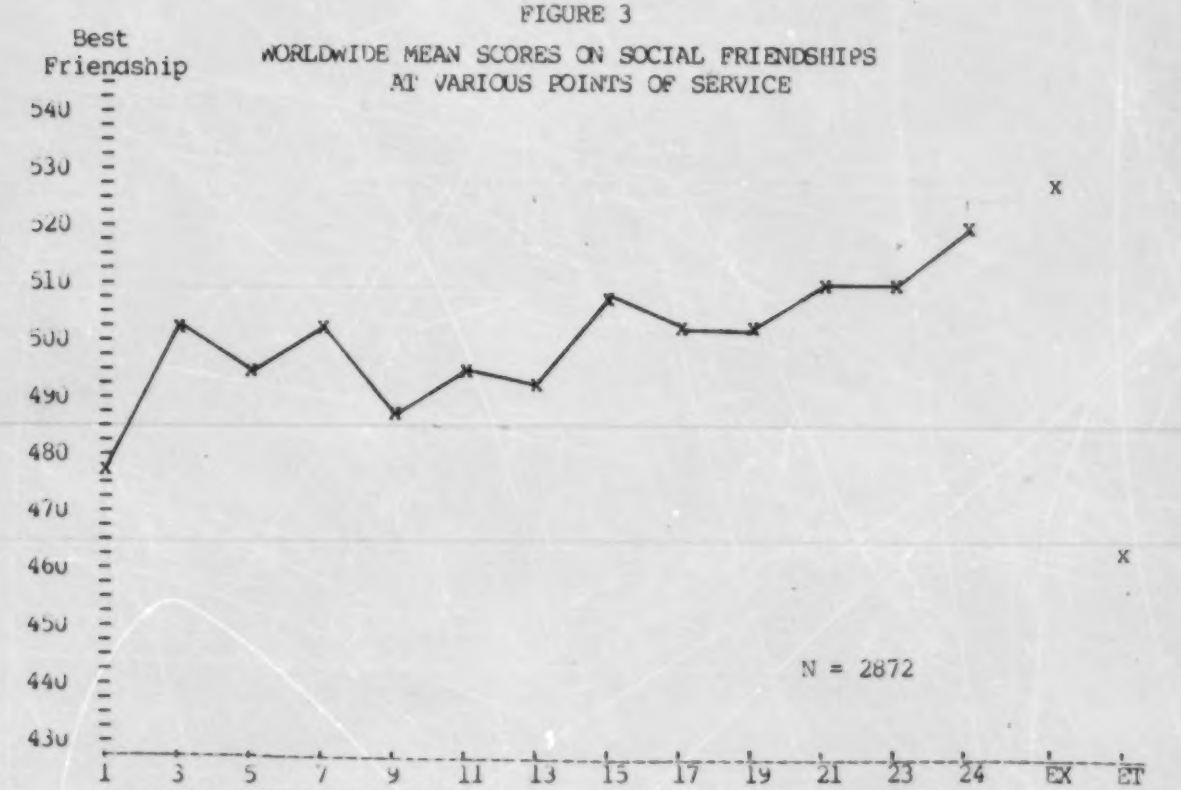
WORLDWIDE MEAN SCORES ON WORK SATISFACTION
AT VARIOUS POINTS OF SERVICE



NOTE: EX = Extendees
ET = Volunteers who say they may terminate early

FIGURE 3

WORLDWIDE MEAN SCORES ON SOCIAL FRIENDSHIPS
AT VARIOUS POINTS OF SERVICE



NOTE: EX = Extenteens
ET = Volunteers who say they may terminate early

In examining the tables in this section, it should be kept in mind that they do not depict the course of adjustment of a volunteer or group of volunteers over time. Rather they depict differences in mean scores of separate groups of volunteers at different points of service. One of several possible causes of the patterns discussed in this section is that there are systematic changes which volunteers go through during the course of service. However alternative explanations are also possible.

Figure 1 suggests a pattern in which volunteers begin their tours of service with relatively high psychological well-being. This is followed by a dip which bottoms out at eight to nine months and then a steady climb upward. This pattern follows a prediction which is made in the literature on culture shock. 1/ The pattern shown in Figure 1 is even more pronounced for volunteers in the Africa and NANEAP regions, but varies for volunteers in Latin America. The graph for Latin American volunteers bottoms out at two to three months and then follows an irratic path upward.

Figures 2 and 3 are the worldwide graphs for Work Satisfaction and Best Friendship respectively. The general patterns for these indices are not as clear as the pattern for psychological well-being. However, Work Satisfaction does dip during the second half of the first year of service in a manner similar to Psychological Well-being. Best Friendship starts out low and then follows a gentle upward trend. The pattern for respondents from the Africa region on Best Friendships was different for respondents from other regions. The graph for Africa alone shows a sharp dip which bottoms out at eight to nine months.

Factors Related to Adjustment Patterns

Graphs similar to those shown above were made for volunteers in many different situations. Two factors which can be controlled by in-country Peace Corps management were found to be related to adjustment patterns. The two factors are the total number of work hours per week reported by volunteers and the volunteers' level of language ability relative to other volunteers who had served the same amount of time.

As noted in Section III, it was found that volunteers who reported working 40 hours or more per week had significantly higher scores on all three indices than did volunteers who reported working fewer hours. As can be seen in Figures 4 and 5, there are sharp dips at about seven months in the graphs of Psychological Well-Being and Work Satisfaction for volunteers

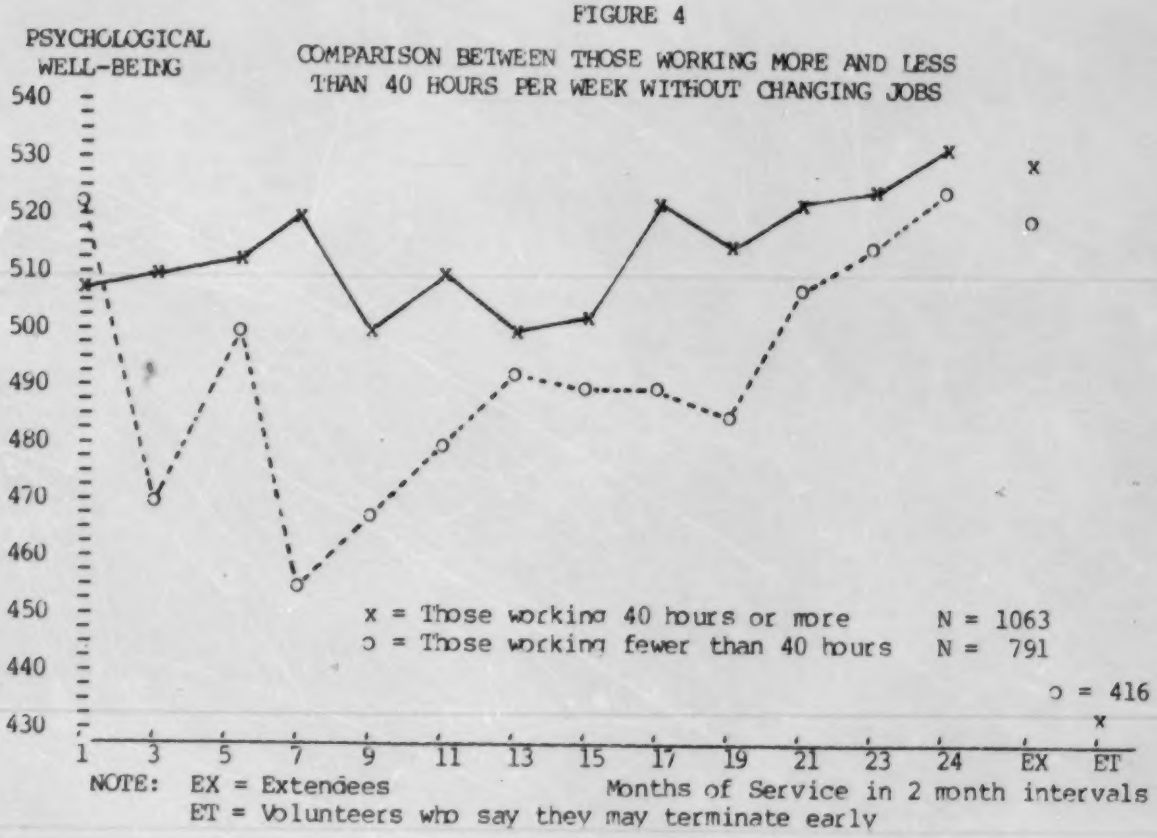
1/ See for example, Arnold, Charles B. "Culture Shock and a Peace Corps Field Mental Health Program" Community Mental Health Journal, 3 (1), Spring, 1967.

who work fewer than 40 hours. 2/ The graphs for volunteers who work 40 hours or more do not show such sharp dips. This suggests that volunteers who put in a substantial amount of work hours on their assignment may be less prone to "culture shock". It seems to be important that, by their sixth month of sevice, volunteers have primary assignments which take up a substantial part of their time.

Another factor related to the volunteer adjustment pattern is the relative language ability of volunteers. Volunteers who reported using a host country language on the job at least half the time were divided into those who reported relatively high language ability and those who reported relatively low language ability. Relatively high language ability was defined as a reported Foreign Service Institute (FSI) score which was higher than the average score reported by volunteers in the same length-of-service group.

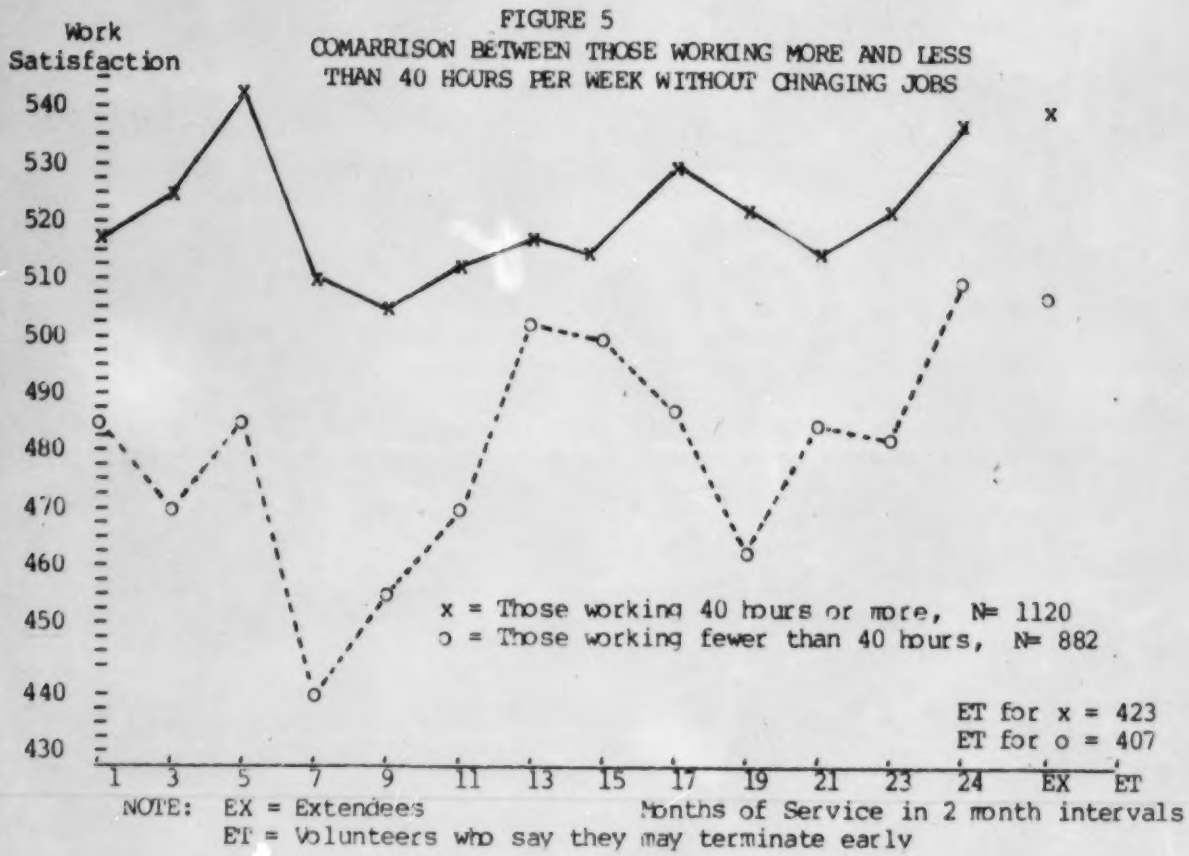
FIGURE 4

COMPARISON BETWEEN THOSE WORKING MORE AND LESS THAN 40 HOURS PER WEEK WITHOUT CHANGING JOBS



2/ This analysis included only those who never changed their primary job during the course of service.

FIGURE 5
COMARRISON BETWEEN THOSE WORKING MORE AND LESS THAN 40 HOURS PER WEEK WITHOUT CHNAGING JOBS



Figures 6, 7, and 8 present comparisons between volunteers with relatively low language ability and those with relatively high language ability on each of the three major indices of the quality of volunteer service. On each of the three sets of graphs there is a sharp dip for either the five or seven month length-of-service groups for volunteers with relatively low language ability. Comparable dips do not occur for volunteers who report relatively high language ability. This suggests that language ability is an important factor in the volunteer adjustment pattern and that particular attention should be paid to volunteers with relatively low language ability at the end of the first few months of service.

FIGURE 6
COMPARISON BETWEEN THOSE ABOVE AND BELOW
THE MEAN ON LANGUAGE ABILITY WHO USE A HOST COUNTRY
LANGUAGE AT LEAST HALF THE TIME ON THEIR JOB

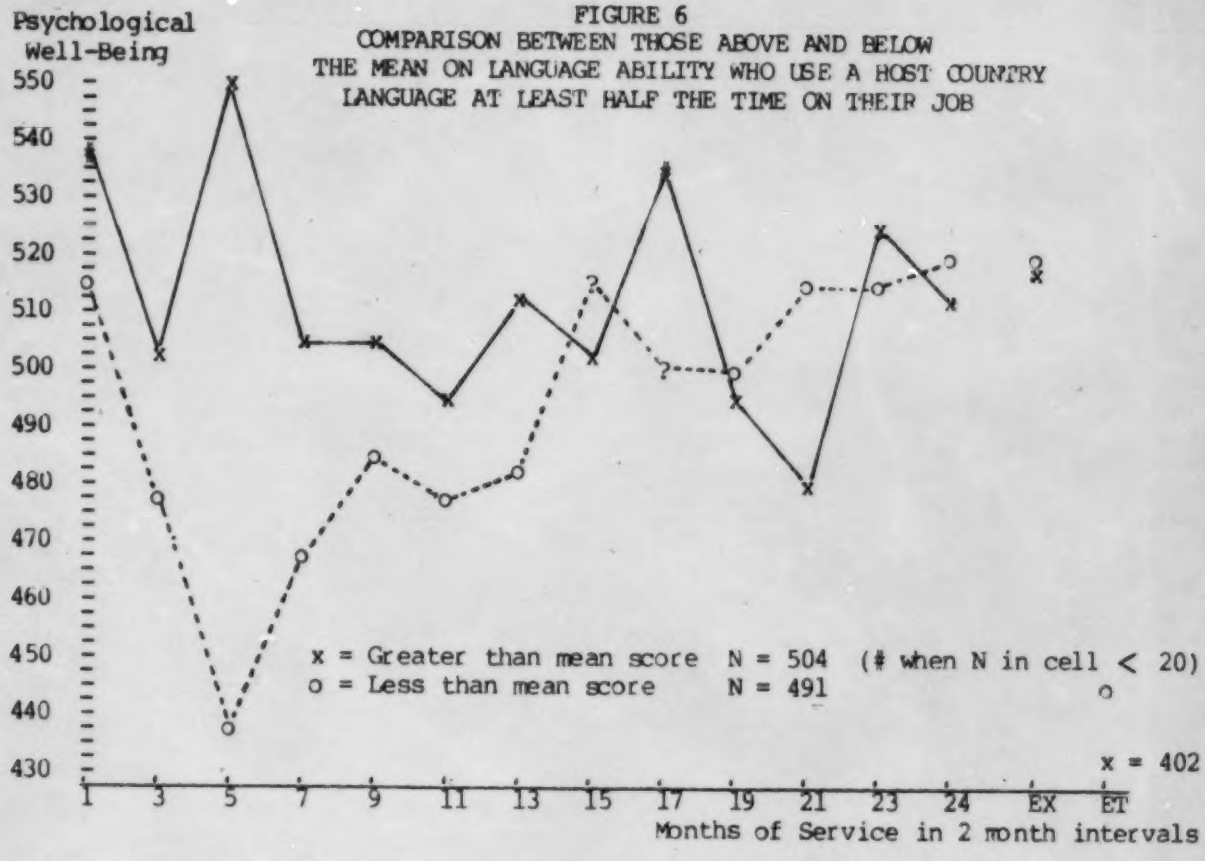


FIGURE 7
COMPARISON BETWEEN THOSE ABOVE AND BELOW
THE MEAN ON LANGUAGE ABILITY WHO USE A HOST COUNTRY
LANGUAGE AT LEAST HALF THE TIME ON THEIR JOB

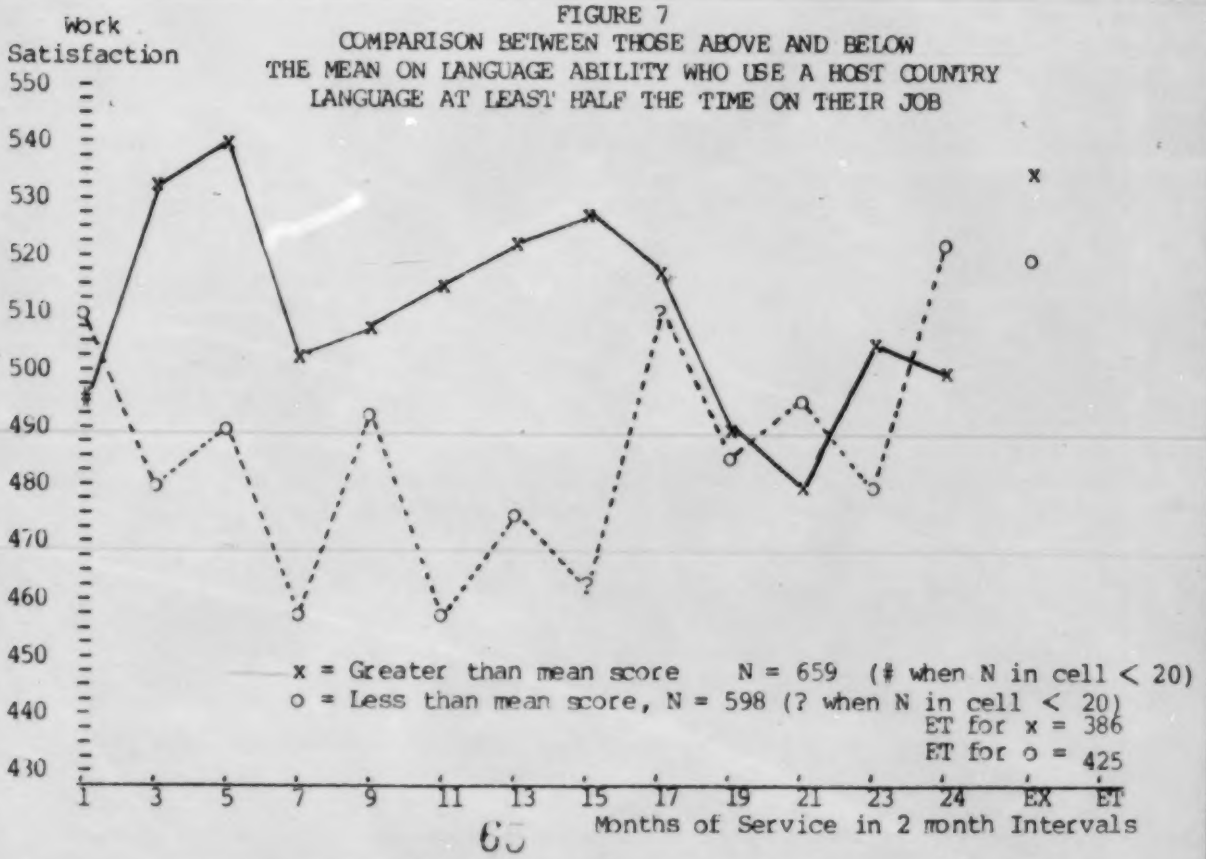
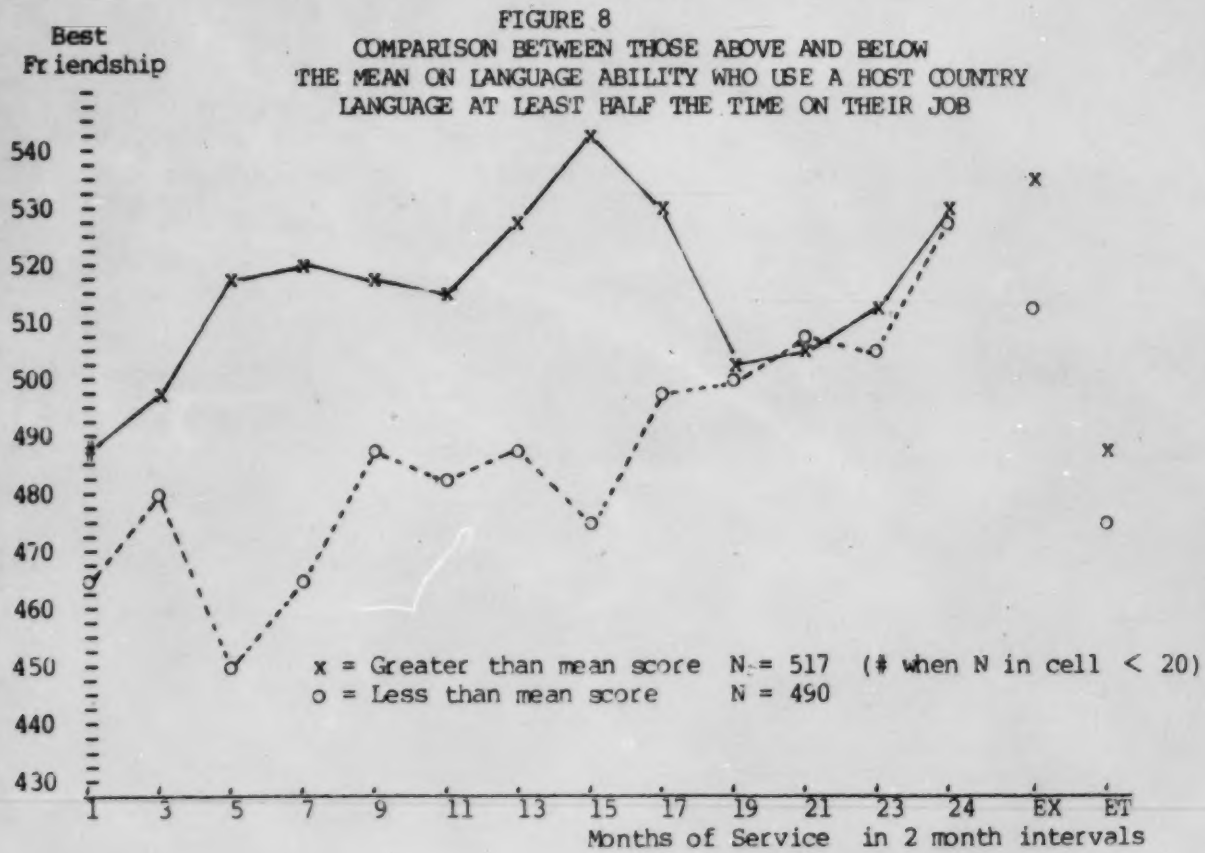

Work Satisfaction
550
540
530
520
510
500
490
480
470
460
450
440
430
x = Greater than mean score N = 659 (# when N in cell < 20)
o = Less than mean score, N = 598 (? when N in cell < 20)
ET for x = 386
ET for o = 425
1 3 5 7 9 11 13 15 17 19 21 23 24 EX ET
Months of Service in 2 month Intervals

FIGURE 8
COMPARISON BETWEEN THOSE ABOVE AND BELOW
THE MEAN ON LANGUAGE ABILITY WHO USE A HOST COUNTRY
LANGUAGE AT LEAST HALF THE TIME ON THEIR JOB



66

Early Termination and Extension

In both 1975 and 1976 a sizable percentage of volunteers said they had served more than 24 months, but the percentage was slightly smaller in 1976 (11%) than in 1975 (14%). However, when those who had served two years or less were asked whether or not they planned to extend, almost equal percentages of 1975 and 1976 respondents reported that they would "maybe" or "definitely extend or apply to a new program" (36% to 37% respectively). As shown in Table 24, there is a significant difference among sectors in the percentage of volunteers who want to extend. More volunteers in the education (41%) and agriculture (37%) sectors said they wanted to extend than did volunteers in the other sectors.

TABLE 24

DESIRE TO EXTEND BY SECTOR

SECTOR	% thinking about extending*	Number of Respondents
Agriculture and Rural Development	37%	682
Business and Public Management	28%	127
Education	41%	1102
Health	32%	367
Urban Development and Public Works	33%	151

* Based on responses 4 and 5 of Question 39 with responses 6 and 7 excluded. Differences are significant at the .001 level (chi square).

Volunteers who are thinking about extending have higher than average scores on the Work Satisfaction (524), Friendship (511), and Psychological Well-Being indices (520). Volunteers who had served more than 24 months also had higher than average scores on these indices--534 on Work Satisfaction, 527 on Best Friendship and 523 on Psychological Well-Being.1/ By comparison, only 6% of 1976 respondents and 8% of 1975 respondents who had served fewer than 24 months said they

1/ Those who said they would definitely extend had the highest mean scores of all--547 on Work Satisfaction, 521 on Best Friendship and 544 on Psychological Well-Being.

would "maybe" or "definitely terminate early". These volunteers had below average scores on the three indices--411 on Work Satisfaction, 461 on Best Friendship and 420 on Psychological Well-Being. 2/

As can be seen from Table 25, a higher percentage of volunteers think about early termination in the first few months of service than near the end of service. To a large degree this may be because people thinking about early termination near the beginning of service do not stay around to be asked if they are thinking of early termination near the end of service. In particular it was found that the second three-months was the period when the highest percentage of respondents (18%) said they were thinking about early termination.

TABLE 25

PLANNING TO TERMINATE EARLY
BY LENGTH OF SERVICE

Months of Service	Percent Thinking About Early Termination*	
0-3	15%	(192)
4-7	18%	(261)
8-11	7%	(471)
12-15	6%	(418)
16-19	6%	(291)
20-24	1%	(435)

* Responses 1 and 2 to Question 39. Numbers in parentheses are total number of respondents within the given time period.

NOTE: The respondents thinking about terminating early were excluded from the analysis of length of service presented in the previous subsection.

2/ A series of multivariate discriminant analyses tended to confirm that low work satisfaction has the strongest association with early termination and extension. Discriminant analysis is a statistical technique which rates variables as to how well they classify cases into predetermined groups. The analysis showed that low scores on Work Satisfaction, and Psychological Well-Being were the best variables for correctly classifying volunteer groups based on their future Peace Corps plans.

Summary

The most important findings for each of the special issues are summarized below.

Differences Among Volunteers by Work Type.

- When the Peace Corps sectors are divided into more specific work categories, a great deal of intra-sector variation is found on the three indices.
- No work categories have consistently high scores across all three outcome indices.

Differences by Sex Among Volunteers.

- There are relatively more women in Latin America than in the other regions.
- Women tend to be concentrated in the education and health sectors.
- There are no significant differences between men and women on the three indices.
- Volunteers in Islamic countries score lower on Psychological Well-Being than do volunteers in general. This finding is particularly true for women.

Differences Among Volunteers at Various Points of Service.

- Volunteers who are between their fifth and ninth months of service have particularly low scores on Work Satisfaction and Psychological Well-Being.
- Low scores on Psychological Well-Being and Work Satisfaction between the fifth and ninth month are particularly evident among volunteers who said they work fewer than 40 hours per week.
- Low scores on all three indices between the fifth and ninth month were particularly evident among volunteers who had below average average speaking ability in the host country language they use in their work.

Early Termination and Extension.

- Eleven percent of the respondents reported that they had served more than 24 months.

- In both 1975 and 1976 more than a third of the volunteers who had served 24 months or less said they were thinking about extending.

- In 1976, six percent of the voluteers who had served 24 months or less said they were thinking about terminating their Peace Corps service early. This compares to eight percent in 1975.

- The most common time to think about early termination is during the first seven months of service.

- Volunteers who said they were thinking about extending had higher than average scores on all three outcome indices. Those who were thinking about terminating early had very low scores particularly on Work Satisfaction and Psychological Well-Being.

SECTION V:
REGIONAL & COUNTRY
DATA

SECTION V

REGIONAL AND COUNTRY SPECIFIC DATA

This section of the report presents regional and country-specific data on volunteer perceptions of the quality of their experience and on various aspects of Peace Corps programming. 1/ Thirteen items of special interest have been included in the following tables. Each table presents a rank order of countries according to their average scores on an index or question from the survey. Only those countries from which at least 15 responses were received are included in the tables.

The following format is used in the tables: (1) countries are listed in rank order beginning with those having the best scores on the given dimension, (2) the number to the left of the country or region name is either the mean score or percent positive for the dimension, (3) the number to the right of the country name is the number of volunteers from the country who responded to the item ("N"), (4) regional differences are presented at the top of the table, (5) lines of demarcation have been drawn on each table which divides the top and bottom 25% of countries from the middle 50% of countries.

Since all the items relate to the programming of volunteers in the field, the information can provide program staff with a comparative base for a diagnostic self-assessment. The indications of selective strengths and weaknesses can also be used in future programming activities.

Quality of Volunteer Experience

Table 26 lists countries according to their average scores on each of the three indices introduced in Section II: Work Satisfaction, Best Friendship, and Psychological Well-Being.

Pre-Service Training

Table 27 lists countries according to the percentage of volunteers who gave "positive" ratings to the three components of pre-service training: language, technical and cross-cultural.

1/ An earlier document, the "Country Program Profile", presents data on 34 items for each country with at least 15 respondents. Unfortunately a computer program error resulted in the incorrect reporting of mean scores in the Job Satisfaction and Social Relationships Indices. These errors are corrected in the following tables and have been renamed Work Satisfaction and Best Friendship respectively.

Program Development

Table 28 lists countries according to the volunteers' assessment of the programming process as it related to program development. The four key areas covered are: the accuracy of volunteer job descriptions, the total number of work hours (structured and unstructured combined) per week, the frequency with which PCVs work with host country counterparts; and the possibilities for expanding the number of PCVs. The number of work hours is a mean score; the other three values are percentages.

Program Implementation

Table 29 lists countries in terms of the volunteers' assessment of the programming process as it relates to program implementation. The key areas included are: the frequency of agency contact regarding the PCV's job, the adequacy of the PCVs living allowance, and PCV feelings about medical support from the Peace Corps. All values given are percentages.

TABLE 26
COUNTRY SPECIFIC DATA*
ON MAJOR INDICES

A. Work Satisfaction Index

Mean Score	REGION	N
510	Africa	976
509	Latin America	917
483	NANEAP	1046
	COUNTRY	
537	Lesotho	71
528	Cent. Af.Rep.	14
528	Guatemala	59
526	Chad	17
524	Soloman Is.	23
522	Nicaragua	49
522	Zaire	59
520	Cameroon	34
519	Honduras	106
518	Colombia	93
515	Swaziland	74
515	Paraguay	41
515	Botswana	60
515	Sierra Leone	66
514	Tonga	41
513	Gabon	17
513	Kenya	131
512	El Salvador	72
511	Liberia	127
510	E. Caribbean	101
510	Gambia	19
505	Belize	30
504	Ghana	41
504	Costa Rica	83
504	Chile	43
503	Yemen	18
502	Ecuador	79
502	Tunisia	27
502	Fiji	89
499	Senegal	31
499	Upper Volta	26
496	Brazil	72
494	Micronesia	80
492	Toga	44
489	Ivory Coast	32
489	Domin Rep.	42
487	Philippines	168
486	Jamaica	44
483	Thailand	117
482	Malaysia	134
476	W. Samoa	56
475	Nepal	77
474	Benin	57
470	Niger	57
467	Afghanistan	17
465	Morocco	48
455	Oman	16
455	Korea	117

B. Best Friendship Index

Mean Score	REGION	N
491	Africa	976
506	Latin America	917
503	NANEAP	1046
	COUNTRY	
535	Soloman Is	23
525	Afghanistan	17
523	Domin. Rep.	42
521	Chile	43
519	El Salvador	72
519	Micronesia	80
518	Gambia	19
518	Cameroon	34
517	Senegal	31
517	Philippines	168
516	Liberia	127
514	Brazil	72
513	Guatemala	59
512	Nicaragua	49
512	Colombia	93
511	Sierra Leone	66
511	Honduras	106
509	Costa Rica	83
509	Tonga	41
509	Togo	44
508	Nepal	77
506	Benin	34
503	Malaysia	134
503	Fiji	89
502	Korea	117
501	Oman	16
500	Paraguay	41
494	Gabon	17
492	Upper Volta	26
491	Swaziland	74
491	W. Samoa	56
489	Ecuador	79
488	E. Caribbean	101
488	Ivory Coast	32
487	Tunisia	27
484	Niger	57
484	Thailand	117
481	Belize	30
480	Ghana	41
480	Lesotho	71
479	Morocco	48
478	Yemen	18
478	Jamaica	44
475	Cent. AF. Repub.	14
473	Chad	17
467	Kenya	131
466	Botswana	60
462	Zaire	59

TABLE 26
(continued)

C. Psychological Well-Being Index

Mean Score	Region	N
504	Africa	931
506	Latin America	886
492	NANEAP	998

Mean Score	Country	N
539	Soloman Is.	23
538	Sierra Leone	66
538	Swaziland	77
531	Chad	16
531	Guatemala	58
525	Cameroon	32
511	Gambia	18
510	Botswana	59
510	Ecuador	80
509	Lesotho	65
508	Honduras	101
501	Columbia	89
495	Kenya	129
492	Tonga	37
492	Micronesia	72
490	Chile	39
489	Yemen	19
488	El Salvador	73
485	Paraguay	41
480	Tunisia	25
478	Fiji	82
478	Costa Rica	81
471	Malaysia	128
467	Zaire	54
464	Belize	28
464	Jamaica	39
464	E. Caribbean	99
460	Togo	40
460	Liberia	119
452	Upper Volta	25
451	Nicaragua	45
450	Gabon	16
448	Philippines	160
448	Morocco	48
440	Thailand	113
433	W. Samoa	55
430	Korea	116
428	Ivory Coast	32
427	Ghana	41
424	Nepal	74
424	Domin. Rep.	42
421	Brazil	68
404	Senegal	21
394	Benin	33
392	Oman	13
387	Niger	55
385	Cent. Af. Emp.	13
369	Afghanistan	16

TABLE 27

COUNTRY SPECIFIC DATA ON TRAINING

A. Quality of Preservice Language Training(Q29D)

% Positive	Country	N
90.3	Colombia	93
85.7	Nepal	77
82.9	Moroco	47
82.6	Thailand	115
82.4	Chad	17
81.7	Costa Rica	82
79.6	Togo	44
78.3	Guatemala	60
76.1	Brazil	71
76.0	Upper Volta	25
74.6	W. Samoa	55
74.1	Niger	58
74.1	Zaire	58
72.7	Ivory Coast	33
72.4	Honduras	105
70.4	Malaysia	135
68.0	Ecuador	78
66.5	Philippines	164
64.7	Korea	116
64.0	Fiji	89
63.2	Gambia	19
61.8	Benin	34
61.6	El Salvador	73
61.5	Kenya	130
59.3	Botswana	59
58.8	Gabon	17
57.9	Yemen	19
56.3	Oman	16
56.0	Tunisia	25
55.1	Sierra Leone	69
55.0	Micronesia	80
54.8	Paraguay	47
53.7	Domin. Rep.	41
53.3	Cent AF Emp	15
52.4	Chile	42
51.5	Cameroon	33
50.0	Soloman Is.	22
50.0	Tonga	40
44.7	Nicaragua	47
42.7	Lesotho	68
40.0	Ghana	40
35.3	Afghanistan	17
34.2	Swaziland	73
27.3	Jamaica	11
26.7	Senegal	30
23.8	E. Caribbean	21
21.0	Liberia	114
15.0	Belize	20

B. Quality of Preservice Technical Training (Q29E)

% Positive	Country	N
94.1	Chad	17
87.5	Benin	32
80.0	Central AF Emp	15
72.1	Togo	43
67.7	Cameroon	32
66.7	Ivory Coast	30
63.7	Korea	113
62.5	Gabon	16
62.5	Morocco	40
57.3	Thailand	110
57.1	Sierra Leone	63
56.1	Niger	57
53.3	Nepal	75
52.0	Upper Volta	25
51.9	Zaire	54
51.9	Lesotho	54
45.5	Gambia	11
42.9	Oman	14
41.2	Afghanistan	17
39.5	Botswana	38
39.3	Swaziland	61
37.5	Yemen	16
36.8	Guatemala	57
36.4	Philippines	162
35.9	Jamaica	39
34.3	Costa Rica	70
33.3	Belize	18
33.3	Paraguay	39
31.5	El Salvador	54
30.2	Honduras	86
30.0	Liberia	120
28.6	Domin. Rep.	35
27.7	Fiji	65
27.5	Ghana	40
25.0	Senegal	28
25.0	E. Caribbean	24
25.0	W. Samoa	48
24.8	Malaysia	117
24.7	Columbia	89
24.6	Brazil	65
22.5	Ecuador	49
21.7	Kenya	97
21.6	Micronesia	74
18.4	Tonga	38
17.7	Soloman Is	17
15.0	Nicaragua	40
12.0	Tunisia	25
09.5	Chile	21

TABLE 27
(continued)

C. Quality of Preservice Cross-cultural Training
(Q29F)

% Positive	Region	N
37.7	Africa	1007
40.9	Latin America	953
46.5	NANEAP	1066

% Positive	Country	N
76.5	Gambia	17
64.3	W. Samoa	56
64.0	Fiji	86
59.5	Domin. Rep.	42
58.5	Costa Rica	82
56.2	Micronesia	80
55.0	Yemen	20
54.8	Belize	31
54.0	Lesotho	63
53.7	Ghana	41
53.3	Central AF. Emp.	15
52.6	Botswana	57
52.4	Paraguay	42
52.0	Upper Volta	25
51.5	Philippines	163
51.4	Sierra Leone	70
50.4	Malaysia	133
48.8	Chile	41
48.6	Swaziland	72
47.9	Brazil	71
43.8	E. Caribbean	96
43.2	Togo	44
42.4	Cameroon	33
42.1	Nepal	76
41.2	Korea	114
40.9	Jamaica	44
40.4	Thailand	114
38.5	Honduras	104
38.3	Guatemala	60
37.7	Ecuador	77
34.2	Tonga	41
33.3	Afghanistan	15
33.0	Colombia	94
32.3	Ivory Coast	31
31.8	Soloman Is.	22
31.3	Chad	15
31.3	Oman	16
31.0	Senegal	29
29.4	Gabon	
29.2	Morocco	48
29.1	Niger	55
27.8	Liberia	126
23.5	Benin	34
23.1	Tunisia	26
20.7	Zaire	58
19.4	El Salvador	72
19.4	Kenya	124
15.6	Nicaragua	45

TABLE 28

COUNTRY SPECIFIC DATA
ON PROGRAM DEVELOPMENT

A. Accuracy of Job Descriptions (Q29C)

% Positive	Region	N
51.7	Africa	1007
40.1	Latin America	953
48.3	NANEAP	1066

% Positive	Country	N
80.0	Cent. Af. Emp.	15
75.4	Zaire	57
70.6	Cameroon	34
70.6	Chad	17
70.6	Gabon	17
68.4	Gambia	19
67.5	Thailand	114
66.7	Yemen	18
64.1	Lesotho	64
63.9	Korea	119
59.2	Nepal	76
58.5	Paraguay	41
57.7	Upper Volta	26
57.7	Tunisia	26
57.1	Ghana	42
56.8	Togo	44
56.6	W. Samoa	53
56.2	Oman	16
54.4	Niger	57
53.0	Costa Rica	83
51.9	Belize	27
49.4	Fiji	87
49.3	Sierra Leone	69
48.1	Malaysia	133
47.1	Benin	34
47.1	Afghanistan	17
45.9	E. Caribbean	98
45.5	Ivory Coast	33
45.5	Morocco	44
45.0	Guatemala	60
44.9	Liberia	127
44.6	Swaziland	65
43.5	Soloman Is.	23
41.7	Nicaragua	48
41.5	Botswana	53
36.9	Brazil	65
36.7	Senegal	30
36.7	Colombia	90
36.6	Dominican Rep.	90
36.4	Kenya	41
35.9	Honduras	103
35.1	Ecuador	77
33.3	Micronesia	78
30.1	El Savador	73
29.7	Chile	37
29.6	Jamaica	44
27.0	Philippines	163
24.3	Tonga	37

B. Total Work Hours, Structured and Unstructured (Q25 and Q26)

Mean Score	Region	N
42.2	Africa	1007
43.4	Latin America	953
41.4	NANEAP	1066

Mean Score	Country	N
54.3	Soloman Is.	23
49.9	Belize	31
48.0	Niger	54
47.3	Botswana	59
46.9	Costa Rica	78
46.1	Paraguay	39
46.1	Lesotho	67
45.9	Guatemala	57
45.8	Cent. Af. Emp.	13
45.7	Colombia	91
45.7	Swaziland	71
45.4	Honduras	105
44.6	Kenya	124
44.0	Fiji	80
43.9	Sierra Leone	60
43.8	Gabon	12
43.5	Brazil	68
43.2	Tonga	41
43.0	Senegal	26
42.8	Nepal	71
42.5	Malaysia	124
42.4	W. Samoa	52
42.0	Cameron	29
41.4	Philippines	154
41.3	Jamaica	39
41.2	Dominican Rep.	41
41.1	Gambia	19
41.0	Ecuador	66
40.9	Ghana	43
40.4	Micronesia	70
40.1	Oman	16
40.0	El Savador	66
39.9	E. Caribbean	98
39.7	Liberia	115
39.7	Chile	40
39.7	Thailand	104
39.6	Zaire	56
38.7	Korea	115
38.5	Upper Volta	23
38.3	Nicaragua	45
37.2	Morocco	45
37.0	Togo	43
35.7	Benin	31
35.6	Tunisia	25
35.5	Ivory Coast	33
34.4	Yemen	17
33.9	Afganistan	16
32.7	Chad	15

TABLE 28
(continued)

C. Frequency of Work With Host Country Counterpart (Q28D)

% "Once a Month" or More	Region	N
55.7%	Africa	977
60.6	Latin America	922
66.2	NANEAP	1041

	Country	N
90.9%	Solomon Is	22
84.8	Korea	118
84.5	Thailand	116
82.4	Chad	17
80.5	Paraguay	41
75.6	Jamaica	45
75.0	Fiji	88
73.9	Sierra Leone	69
73.0	Philippines	163
72.1	Ghana	43
71.8	Brazil	71
70.8	Malaysia	137
66.7	Domin Rep	42
65.7	Honduras	105
65.4	Micronesia	78
65.1	Chile	43
64.7	Benin	34
64.6	Costa Rica	82
64.3	Tonga	42
63.6	Cameroon	33
62.5	Nicaragua	48
62.5	El Salvador	72
61.5	Upper Volta	26
60.8	Liberia	125
60.7	Guatemala	61
55.8	Colombia	95
55.7	Lesotho	70
55.1	Nepal	78
52.9	Ivory Coast	34
51.4	Swaziland	72
50.4	Zaire	59
49.0	Kenya	131
48.9	E. Caribbean	104
48.9	Togo	45
48.3	Niger	58
47.1	Gabon	17
44.1	Botswana	59
43.3	Senegal	30
42.9	Tunisia	28
42.0	Ecuador	81
41.4	Belize	29
37.5	Afghanistan	16
36.8	Gambia	19
35.4	Morocco	48
33.3	Cent. AF. Emp.	15
33.3	Oman	15
25.4	W. Samoa	53
21.0	Yemen	19

D. Expand Number of PCVs In a Similiar Job (Q29P)

% Positive	Region
35.1%	Africa
45.7	Latin America
28.0	NANEAP

% Positive	Country
68.4%	Paraguay
66.7	Gabon
56.0	Colombia
55.2	Belize
52.6	Ecuador
52.5	Chile
51.6	Lesotho
50.9	Zaire
50.0	Cent Af Emp
50.0	Soloman Is
50.0	Yemen
48.2	Guatemala
46.2	Oman
45.5	Thailand
45.4	Cameroon
45.4	Costa Rica
44.9	Sierra Leone
42.9	Domin Rep
42.1	Gambia
41.7	Nicaragua
40.0	E. Caribbean
39.4	Benin
39.1	Brazil
38.3	Philippines
38.2	Nepal
35.1	El Salvador
34.4	Kenya
34.1	Togo
31.7	Liberia
30.8	Niger
26.8	Swaziland
26.3	Ghana
26.3	Tonga
25.0	Chad
23.5	Afghanistan
23.1	Upper Volta
22.0	Fiji
20.7	Ivory Coast
20.6	Micronesia
19.3	Korea
17.1	Jamaica
17.0	Morocco
16.2	Malaysia
16.1	Senegal
15.8	Botswana
11.5	W. Samoa
07.7	Tunisia

TABLE 29

COUNTRY SPECIFIC DATA
ON PROGRAM IMPLEMENTATION

A Frequency of Agency Contact Regarding Work (Q28C)

% "More than Once a Month"	Region	N
54.6	Africa	1007
74.5	Latin America	953
60.4	NANEAP	1066

% "More than Once a Month"	Country	N
80.0	Belize	30
77.5	Paraguay	40
77.3	Jamaica	44
75.0	Nicaragua	48
74.4	Chile	43
72.8	Costa Rica	81
72.0	Colombia	93
71.9	Cameron	32
71.0	Senegal	31
69.4	El Salvador	72
68.2	Soloman Is.	22
68.0	Upper Volta	25
66.7	Cent.AF.Emp.	15
66.7	Philippines	165
65.4	Honduras	107
64.1	Nepal	78
63.2	Gambia	19
61.6	Brazil	73
60.0	Oman	15
60.0	Yemen	20
57.8	Togo	45
57.3	E. Carribbean	103
57.1	Dom. Rep.	42
57.1	Tunisia	28
55.9	Benin	34
54.8	Guatemala	62
52.9	Chad	17
51.8	Malaysia	137
50.9	Niger	57
47.1	Lesotho	70
47.1	Afghanistan	17
46.9	Ecuador	81
41.2	Ivory Coast	34
41.2	Sierra Leone	68
40.7	Zaire	59
40.7	Botswana	59
40.5	Liberia	126
39.8	Korea	118
37.6	Kenya	133
32.7	W. Samoa	55
25.9	Thailand	116
23.5	Gabon	17
14.0	Ghana	43

B Amount of Living Allowance (Q30E)

% "Too Little"	Region	N
50.9	Africa	1007
48.8	Latin.America	953
45.6	NANEAP	1066

% "Too Little"	Region	N
12.5	Oman	16
23.5	Benin	35
28.1	Belize	32
28.6	Lesotho	70
31.6	Swaziland	76
31.7	Paraguay	41
32.1	W. Samoa	56
33.3	Tunisia	27
35.7	Sierra Leone	70
36.2	Niger	58
37.2	Chile	43
38.1	Dom. Rep.	42
38.2	Philippines	165
38.5	Thailand	117
38.7	Guatemala	62
41.2	Ivory Coast	34
41.4	E. Caribbean	104
41.9	Senegal	31
42.1	Korea	119
42.1	Yemen	19
43.5	Colombia	92
44.1	Cameroon	34
45.8	Botswana	59
46.0	Nepal	76
46.3	Malaysia	136
46.7	Cent.AF.Emp.	15
47.1	Afghanistan	17
47.6	Costa Rica	84
48.6	Brazil	72
54.2	Ecuador	83
54.4	Togo	46
54.4	Upper Volta	25
62.5	Gabon	16
62.8	Liberia	129
64.4	Jamaica	45
64.7	Chad	17
64.9	El Salvador	74
65.5	Zaire	58
67.9	Kenya	134
70.7	Tonga	41
70.8	Nicaragua	48
73.7	Gambia	19
74.4	Ghana	45

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TABLE 29
(continued)

C Medical Support from Peace Corps (Q29N)

% Positive	Region	N
69.5	Africa	1007
79.4	Latin America	953
69.3	NANEAP	1066

% Positive	Country	N
97.8	Togo	46
97.2	Lesotho	71
95.5	Jamaica	44
94.8	Zaire	58
94.7	Gambia	19
90.3	Senegal	31
89.0	Brazil	73
88.7	Guatemala	62
88.0	Costa Rica	83
87.2	Honduras	109
86.5	Fiji	89
85.3	Thailand	116
85.1	Colombia	94
84.9	Ivory Coast	33
83.3	E. Caribbean	102
81.4	Philippines	167
77.2	Micronesia	79
75.2	Malaysia	137
75.0	Botswana	60
74.7	Ecuador	83
72.3	Kenya	137
71.4	Paraguay	42
71.0	Belize	31
70.7	El Salvador	75
70.6	Benin	34
69.8	Chile	43
68.8	Oman	16
67.4	Domin Repub	43
65.2	Soloman Is	23
64.7	Chad	17
63.2	Yemen	19
61.9	Korea	118
61.0	Nepal	77
60.5	Swaziland	76
60.5	Ghana	43
59.4	Sierra Leone	69
58.8	Cameroon	34
58.6	Niger	58
57.7	Upper Volta	26
56.0	Tunisia	25
53.3	Central Af Emp	15
49.1	W. Samoa	55
49.0	Morocco	49
44.9	Liberia	127
38.3	Nicaragua	47
29.4	Gabon	17
23.5	Afghanistan	17
19.0	Tonga	42

SECTION VI:
CONCLUSIONS & RECOMMENDATIONS

SECTION VI: CONCLUSIONS AND RECOMMENDATIONS

This section of the report presents the major conclusions and recommendations derived from the findings on the preceding pages. These recommendations are based on correlational evidence. While cause and effect is implied, survey data cannot prove that cause and effect relationships actually exist. The conclusions and recommendations are the evaluators' best theoretical explanations of the findings.

General Conclusions

Examination of identical items on the 1975 and 1976 questionnaires shows that the volunteers in both years had equally positive perceptions of their overall volunteer experience. During both years, at least two-thirds of the volunteers (67% and 69% respectively) rated their work as "very useful". Furthermore, about the same percentage of volunteers in each year reported that they felt "positively" toward host country nationals (83% in 1975 and 84% in 1976). There is little difference among the regions on the volunteers' perceptions of their friendships with host country people or on their perceptions of psychological well-being. The NANEAP Region, however did have significantly lower scores than either Latin America or Africa on the index measuring the volunteers' work satisfaction. The following variables had important correlations with all three indices used as outcome measures in this study (Work Satisfaction, Best Friendship, and Psychological Well-Being):

- **Education** — Volunteers with more than four years of college consistently scored higher on the scales. In Africa, volunteers with less than four years of college, had high scores on Work Satisfaction.
- **Motivation** — Volunteers who said they joined Peace Corps for "altruistic" reasons had higher scores.
- **Live-ins** — Volunteers who had lived with host country families during training (particularly in Africa) had higher scores.
- **Work Hours** — Volunteers who worked 40 or more total hours per week had higher scores.

Specific Conclusions and Recommendations

1. Devot[illegible]reater attention to work assignment

Those volunteers who work a total of at least 40 hours per week have high index scores. This implies that to increase volunteers' work satisfaction, friendship with host country people, and psychological well-being, an effort should be made to assure that all volunteers have primary and/or secondary activities which occupy at least 40 hours per week. Younger volunteers, at the beginning of service, have lower scores on all three indices than the older volunteers. Volunteers with four years or less of college have lower scores on all three indices (except in Africa), than volunteers with more than four years of college education. In Africa, volunteers with less than four years of college education have higher scores than those with four years. These findings suggest that special care should be given to developing work assignments jobs for younger volunteers and volunteers with four years or less of college education. These recommendations should result in better scores on the Work Satisfaction, Best Friendship, and Psychological Well-Being Indices.

2 Emphasize relationships between volunteers and their host country agencies

Only 53% reported that they had contact with host-agency supervisory personnel once per month or more. When volunteers who had frequent agency contact were compared to those who did not, the former group was found to have slightly higher scores on the Work Satisfaction and Psychological Well-Being indices. Nearly two thirds (62%) of the survey respondents felt they received "too little" support and supervision from their host country agencies.

Though fewer volunteers (32%) reported frequent contact about their jobs with Peace Corps staff, there was not as much dissatisfaction with support and supervision from Peace Corps staff as there was with support and supervision from host agencies. Furthermore, there was no relationship at all between frequency of contact with Peace Corps staff and the three indices.

These findings suggest that Peace Corps staff may use their time most effectively by spending proportionally more time programming volunteers where they have frequent and good support and supervision from their agencies and less time giving direct support to volunteers.

3. Diversify the programming of women volunteers

Slightly over one-third of the total volunteers are women. Currently 45% of all women volunteers are concentrated in Latin America. Women are also concentrated in the areas of education and health (53% and 25% of all women volunteers respectively). There are no significant differences in the three outcome indices between men and women. Further study should be done to determine why women are concentrted in these areas. Based on such study, it should be possible to open up new program areas for women volunteers abroad, potentially increasing the proportion of women volunteers in Peace Corps.

4. Where possible, have trainees live with a host country family during training.

Volunteers who lived with a host country family during training had significantly higher scores on the three outcome indices of work satisfaction, best friendship, and psychological well-being. This was particularly true in Africa. Therefore, where possible, trainees should live with host country families.

5. Country-staff should make an effort to assess the work situation and language ability of volunteers during their first nine months of service. Based on that assessment, steps should be taken to ensure that each volunteer has adequate language ability and full time work.

The most difficult time for volunteers is their first nine months of service. It is during this period that psychological well-being, friendships with host country people and work satisfaction are at their lowest points. This period is also when the intention to terminate Peace Corps service early is at its highest. Analysis shows that the two factors which must significantly affect the volunteer's experience during the first nine months are language ability and the number of hours spent at work. Volunteers who have below average language ability and those who work fewer than 40 hours per week have significantly lower scores on all three outcome indices than do other volunteers. This is particularly true of volunteers with less than nine months of service.

6. Emphasize the altruistic considerations for joining and serving in the Peace Corps.

The desire to help and share with others continues to be a primary motivation for joining the Peace Corps. In addition,

those volunteers who said they joined the Peace Corps primarily for altruistic reasons had higher scores on the three indices used in the study. Consequently, not only does it appear appropriate to emphasize this type of ethos during recruiting, but perhaps it should also be reinforced throughout both training and service.

7. Establish Language Qualification Criteria For Trainees and Volunteers

Volunteer ability to communicate with host country people is related to their perceptions about the quality of their experience. Those volunteers who use a non-English host country language and have a high level of language fluency were found to have higher scores on the Work Satisfaction and Best Friendship indices than those with relatively low fluency. Consequently, the development of a minimal standard of language ability at various stages of training and service could provide a means for improving the overall volunteer experience. However, these standards should take into consideration the volunteer's specific assignment. Additional or specialized language training may be necessary to bring some trainees and volunteers up to these standards.

APPENDIX A:
GLOSSARY OF TERMS

APPENDIX A

GLOSSARY OF TERMS AND ABBREVIATIONS*

Africa Region (AF): One of the three Peace Corps administrative regions encompassing all of the African countries outside of North Africa which utilize Peace Corps volunteers.

Annual Peace Corps Volunteer Survey: A mail survey of all Peace Corps Volunteers first conducted in 1975 as the National Advisory Council Questionnaire and then in 1976 as the Second Annual Peace Corps Questionnaire. These surveys provide volunteer background and activity information, and an assessments of their projects, accomplishments, and support as perceived by volunteers worldwide. No survey was conducted in 1977.

Assignment: The site or post where the volunteer is to live and work; the actual posting of a volunteer to the site.

Best Friendship Index: A measure comprised of several questionnaire items which represent the volunteers' overall perceptions about their social relationships with their best host country friends (see page II-1).

Country Program Profile: A tabulation of volunteer responses to the Second Annual Peace Corps Questionnaire summarized by country and compared to regional and Peace Corps wide responses. Copies were sent to program staff in December, 1976.

Counterpart: A host country national to whom a Peace Corps Volunteer has been assigned to work for the purpose of transfering specific types of skills and/or knowledge.

Early Termination: A term used to refer to a Peace Corps Volunteer who does not complete his/her normal two year tour of service. In this report it refers to those who do not plan to complete their tours.

Extension: A term used to refer to a Peace Corps Volunteer who is serving or plans to serve an additional period of time over and above his/her normal tour of two year service.

* As used in this report.

Host Country: A given country in which Peace Corps is operating. The term is used to emphasize that Peace Corps must be invited by (and is therefore a guest of) the country.

Host Country National: Any citizen of a host country.

Index: A measure of a single dimension constructed from multiple items which are empirically weighted and summed to form a single measure.

In-service Training: Any formal training provided for volunteers after they have been assigned to their posts (i.e., during their tour of service).

Invitation: Formal notification sent to an applicant indicating he/she is acceptable to join a Peace Corps project. Requires an affirmative or negative response.

Job Description: That part of the Project Description (see definition) which details the duties and qualifications required for the volunteer's job.

Latin America Region (LA): One of the three Peace Corps administrative regions, encompassing countries in South America, Central America, and the Carribbean which utilize Peace Corps volunteers.

Live-Ins: An exercise during pre-service training in which volunteers live with a host country family.

NANEAP (North Africa, Near East, Asia, and Pacific Region): One of the three Peace Corps administrative regions, encompassing the countries in North Africa, the Near East, Asia, and the Pacific which utilize Peace Corps Volunteers.

National Advisory Council Questionnaire: A questionnaire which was mailed to all active Peace Corps Volunteers in the summer of 1975 under the auspices of the President's National Voluntary Services Advisory Council.

Peace Corps Goals (1, 2, & 3): The three legislated Peace Corps goals are to promote world peace and friendship by making available to interested countries Americans willing to serve overseas who will: 1) help people of these countries meet their needs for trained manpower, 2) help promote a "better understanding of the American people on the part of peoples served, and 3) promote a better understanding of other people on the part of the American people." "Peace Corps Act", P.L. 87-293 (H.R. 7500), 75 State. 612, approved September 22, 1961.

Percent Positive: Percent of respondents to a question who answered the question in the positive way. The exact responses considered "positive" are indicated in Tables and footnotes.

Programming: The procedures followed in developing and supporting programs which provide an orderly approach to identifying, developing, implementing and supporting projects within the framework of the Peace Corps country program.

Pre-Service Training: The formal (language, technical, and cross-cultural) training provided for volunteers before they are assigned to their posts.

P Value: Probability of a given finding being due to chance. Indicates the statistical significance of a finding (see significance). If P=.0001 there is a 1 in 10000 chance that the finding is due to chance.

Psychological Well-Being: A measure comprised of several questionnaire items which represent the volunteers' overall psychological well-being (see page II - 1 and 2).

Reliability: The degree to which question or questionnaire provides consistent and stable indications of a characteristic being studied.

Sector: The traditional classification of Peace Corps activities into five areas: Agriculture and Rural Development, Business and Public Management, Education, Health, and Urban Development and Public Works.

Significance: Statistical estimation of the probability that a given finding is due to chance. See page I-7

Sponsor: The host country agency or institution, either public or private, which has requested PCVs.

Statistical Package for the Social Sciences: (SPSS) A library of computer programs used for statistical data analysis.

Supervisor: The host country person to whom the volunteer reports and who has responsibility for the volunteer's work.

Validity: The degree to which a question or index actually measures that which was intended.

Work Satisfaction Index: - A measure comprised of several questionnaire items which represents the volunteers' overall satisfaction with their primary job (see page II-2).

APPENDIX B:
METHODOLOGY

APPENDIX B

METHODOLOGY

This appendix consists of four parts: 1) supplemental information about design, distribution, and analysis of the survey, 2) non-response bias analysis, 3) Best Friendship and Work Satisfaction Index construction, 4) job code categories.

SURVEY DESIGN, QUESTIONNAIRE DISTRIBUTION AND DATA ANALYSIS

The study was designed as a single-administration, cross-sectional survey of the universe of active Peace Corps volunteers. Because a similar survey had been administered one year earlier, there was some opportunity for cohort analysis between first-year 1975 and second-year 1976 respondents. Results from 1975 also provided some normative information.

Questionnaires were anonymous in order to reduce bias on potentially sensitive items about social relationships with host country people, ratings of agency supervision and Peace Corps support, work satisfaction and psychological well-being. The complete anonymity of the questionnaires precluded the mailing of follow-up questionnaires to non-respondents.

A sufficient number of questionniares, follow-up letters, mailing envelopes, and return evvelopes were sent in bulk to each Country Director by diplomatic pouch. Country Directors were requested to do the following:

- address and send an envelope containing a questionnaire, a cover letter and a stamped return envelope to each volunteer in country;
- send a follow-up letter about one week after the first mailing to thank those who had returned completed questionnaires and remind others to complete their questionnaires as soon as possible; and
- send sealed completed questionnaires back to Washington in bulk via diplomatic pouch.

When completed questionnaires were received in Washington, they were coded, keypunched, verified, checked, labeled and organized into a systems file for the Statistical Package for the Social Sciences (SPSS). Letters accompanying questionnaires were numbered to correspond to questionnaire numbers, read to determine if they corrected information given in the questionnaire, and, those which needed response, were forwarded to appropriate offices.

Data analysis was done exclusively with SPSS Version 7 and SCSS, the conversational version of the SPSS package. Most data presented in this report is from basic statistical techniques such as cross tabulations and one way analysis of variance.

Cross tabulations show the relationship of one categorical variable to another in percentage tables. Chi square statistics were used to determine significance and gamma statistics were used to determine the magnitude of associations.

One way analysis of variance was used to determine if there were significant differences on mean scores of a dependent variable among groups of respondents. For example it was used to determine if there were significant differences between males and females on their mean scores on the Work Satisfaction Index. Since large differences in the number of volunteers among categories of the categorical variable could produce incorrect calculations of significance, care was taken to examine for homogeneity of variance within the categorical variable. Whenever the variance of a category with a small number of volunteers was large, caution was used in interpreting a significant finding.

More sophisticated analysis techniques were used to determine if simple associations (noted through either cross tabulations or one-way analysis of variance) were spurious. These techniques included N-way analysis of variance with multiple classification analysis, partial correlations, and cross tabulations with more than two variables with partial gamma statistics.

Particular care was also given to the examination of two-way interaction effects with Peace Corps region and sector as the third variables. The most important findings from this analysis are noted in Section III as regional or sector differences in two variable relationships. Appendix D of this report shows the results of the interaction analysis.

ANALYSIS OF NON-RESPONSE BIAS

Though questionnaires were sent to all Peace Corps Country Directors for distribution to all active volunteers, completed questionnaires were received from only 62% of the average number of volunteers in the field during the three months of administration. A 70% response rate would be considered quite good for a mailed survey with one follow-up letter in the U.S.

Many factors could account for the slightly lower than hoped for response rate to the second annual questionnaire. Among these are: (1) logistics difficulties involving mailings between Washington and the Country office, between the Country office and volunteers, between volunteers and the Country office, and between the Country office and Washington, and (2) refusal to fill out and mail the questionnaires on the part of the volunteers.

Whatever the reason for nonresponse, it may mean that generalization of the results of the survey to all volunteers is invalid. Therefore, it is incumbent upon the investigator to try to determine if there are differences between respondents and non-respondents. Since questionnaires were filled out anonymously, it was not possible to interview a sample of non-respondents to find out if they were different from respondents in any systematic way. Usually such a follow-up survey would minimally examine the major independent and dependent variables in the study.

Since a non-response follow-up survey could not be conducted, two alternative approaches for the estimation of non-response bias were used. They were: (1) comparison of respondents to official Peace Corps statistics for all volunteers on a small number of volunteer background variables which are reliably reported on the Peace Corps masterfile, and (2) comparison of responses from countries with high and low response rates.

Comparisons of Respondents to the Masterfile.

Data were only available for a comparison of survey and official statistics on regional distributions and on three other variables--average age, percent male, and percent single. These comparisons are shown in Table B-1. The comparisons of survey and official statistics tend to show considerable similarities in the distribution of volunteers across regions and on volunteer background profiles, both across and within regions. The relatively small differences between survey and official statistics could be due either to non-response bias or to the fact that the three-month simple average of the official figures is not an accurately weighted estimate of the true time period over which volunteers completed the questionnaires.

TABLE B-1

COMPARISON BETWEEN SURVEY RESPONDENTS AND ALL VOLUNTEERS ON SELECTED BACKGROUND VARIABLES

	Survey Data	Official Data*
VOLUNTEER DISTRIBUTION		
Africa	35%	34%
Latin America	32%	30%
NANEAP	33%	36%
MEAN AGE		
World-Wide	27.2	27.4
Africa	26.8	27.0
Latin America	27.6	27.9
NANEAP	27.0	27.3
% MALE VOLUNTEERS		
World-Wide	60%	62%
Africa	63%	65%
Latin America	55%	58%
NANEAP	63%	65%
% SINGLE VOLUNTEERS		
World-Wide	83%	85%
Africa	87%	88%
Latin America	78%	82%
NANEAP	84%	86%

* Official Peace Corps data are the average figures taken from the Peace Corps Masterfile for the months of July through September 1976.

Comparison of High and Low Response Rate Countries

There were large differences in the response rates by country. Low response rates may have been caused by many factors including: delayed arrival of questionnaires to some countries, arrival of questionnaires in some countries at times when volunteers tended not to be at their sites, distribution difficulties within some countries due either to poor mail systems or lack of diligence by in-country staff, or differences in volunteer motivation for filling out the questionnaire.

TABLE B-2

HIGH AND LOW RESPONSE RATE COUNTRIES

HIGH RESPONSE-RATE COUNTRIES			LOW RESPONSE-RATE COUNTRIES		
COUNTRY	RESPONSE RATE	SURVEY N	COUNTRY	RESPONSE RATE	SURVEY N
Nepal	84%	78	Tunisia	28%	28
Bahrain	71%	10	Afghanistan	33%	17
Oman	100%	16	Morocco	51%	49
Fiji	80%	90	Yemen	67%	20
Solomon Is.	88%	23	Micronesia	68%	80
Korea	85%	120	Tonga	58%	42
Thailand	79%	118	Malaysia	61%	141
Brazil	74%	73	W. Samoa	58%	56
Chile	78%	43	Philippines	51%	170
Costa Rica	70%	85	Colombia	64%	95
El Salvador	76%	76	Dominican Rep.	62%	43
Honduras	75%	109	Ecuador	53%	86
Paraguay	82%	44	Guatemala	60%	62
Belize	74%	32	Nicaragua	40%	50
Lesotho	90%	71	Jamaica	47%	46
Gambia	86%	19	E. Caribbean	67%	106
Sierra Leone	83%	71	Kenya	62%	139
Liberia	71%	133	Botswana	51%	60
Cent. Af. Emp.	75%	15	Ghana	48%	43
Gabon	74%	17	Swaziland	68%	76
Benin	77%	34	Zaire	48%	59
Ivory Coast	76%	34	Ethiopia	31%	4
Mauritania	100%+	5	Chad	55%	17
Niger	100%+	59	Senegal	53%	31
Togo	90%	10	Upper Volta	47%	27
			Mali	63%	10
			Cameroon	44%	34

NOTE: The following countries were excluded from the analysis because of the small size of the programs: Malta, India, Malawi, Venezuela, and Seychelles. For this Table, response rates are calculated based on August 31 Masterfile figures.

It was reasoned that differences between high and low response rate countries (listed in Table B-2) on major dependent variables would indicate a serious non-response bias which would make interpretation of survey results more difficult.

A comparison of low and high response rate countries revealed no significant differences at the .01 level on the three principal dependent variables used in this report, namely the Work Satisfaction Index, the Friendship Index, and the Psychological Well-Being Index. These Findings do not indicate that there is no non-response bias in the dependent measures; they only tend to lessen the fear that there is one.

There were some significant differences between high and low response rate countries. Volunteers in low response-rate countries tended to report shorter pre-service training, lower current language scores, less satisfaction with their pre-service training (based on an index of questions 29D, 29E, and 29F) and less satisfaction with the resources available for them to do their jobs (based on an index of questions 29H, 29I, and 29J). These findings are shown in Table B-3.

TABLE B-3

DIFFERENCES BETWEEN LOW AND HIGH RESPONSE-RATE COUNTRIES

	COUNTRY RESPONSE RATE	
MEASURE	HIGH	LOW
Average Weeks of Pre-Service Training	8.8**	7.9
Current Average Language Score on 11 point scale (Question 24B)	6.4**	6.0
Pre-Service Training Satisfaction (Questions 29D, 29E, and 29F combined)	509**	482
Satisfaction with Resources for job (Questions 29H, 29I, and 29J combined)	506*	495

* p = .007
** p < .001

The measures listed in Table B-3 tend to be indicators which could readily be affected by the quality of in-country management of the programs. For example, it might be expected that a country with an insufficient staff to volunteer ratio

would have low mean scores on the indicators. The fact that it is the low response-rate countries that have the low mean scores suggests that less efficient in-country management may have resulted in less efficient distribution and collection of questionnaires.

However, whatever the reason for the differences in response rates, it is somewhat comforting to know that there are no significant differences between low and high response-rate countries on the major dependent variables used in this study.

Work Satisfaction and Friendship Indices Construction

The Work Satisfaction and Best Friendship Indices are based on two sets of semantic differential-type items (See Appendix E, Questions 31 and 32). Initial factor analyses which included these items and others related to work satisfaction and social relationships with host country nationals revealed several underlying factors. The final factor analysis containing twelve items produced two factors accounting for 59.4 percent of the variance. The first of these factors was labeled the Best Friendship Index and the second the Work Satisfaction Index. The actual items included are shown in Table B-4.

The factoring procedure used was the principal factor subprogram of the Statistical Package for the Social Sciences (SPSS). An oblique rotation (delta = 0) of the initial factor matrix was performed rather than the traditional verimax rotation since (1) it was assumed that the two constructs being measured would in reality be somewhat correlated and (2) the oblique rotation provided higher factor pattern loadings. The factor pattern matrix is also presented in Table B-4.

In addition the table shows that the factors were very stable within subpopulations (each of the three Peace Corps regions) and in other samples. The other samples were from Peace Corps Country Program Evaluations. These in-country evaluations involved personal interviews with volunteers in 10 countries over a six month period. Before the interviews, volunteers filled out "Data Sheets" which contained the items which make up the Work Satisfaction and Best Friendship indices. Data from the 10 country evaluations were aggregated and a factor analysis was performed. The very high level of stability across factor analyses is evidence that the good internal consistency of the indices is generalizable beyond the current study.

Table B-5 presents the factor score coefficients which were used to create the indices. Each index was standardized to

TABLE B-4

FACTOR PATTERN MATRICES FROM ANALYSIS FOR WORK SATISFACTION AND BEST FRIENDSHIP INDICES

FACTOR I: BEST FRIENDSHIP INDEX

QUESTION	2ND ANNUAL SURVEY DATA — Entire Survey	Africa	Latin America	NANEAP	COUNTRY EVALUATION DATA
31A	0.066	0.038	0.092	0.078	0.031
31C	-0.020	0.009	-0.044	-0.036	-0.089
31E	0.096	0.087	0.125	0.087	-0.023
31F	0.003	-0.003	0.010	0.009	-0.082
31G	0.031	0.015	0.053	0.024	0.011
31H	-0.007	-0.012	0.006	-0.009	-0.045
32A	-0.687	-0.694	-0.709	-0.650	-0.678
32B	0.836	0.848	0.833	0.830	0.792
32C	-0.698	-0.697	-0.686	-0.715	-0.571
32D	0.596	0.583	0.596	0.612	0.573
32F	0.819	0.833	0.803	0.820	0.793
32G	0.672	0.657	0.710	0.648	0.673

FACTOR 2: WORK SATISFACTION INDEX

	2ND ANNUAL SURVEY DATA — Entire Survey	Africa	Latin America	NANEAP	COUNTRY EVALUATION DATA
	0.744	0.720	0.759	0.751	0.817
	0.636	0.581	0.667	0.644	0.632
	-0.558	-0.582	-0.539	-0.532	-0.523
	0.757	0.744	0.748	0.770	0.700
	0.823	0.821	0.830	0.813	0.783
	-0.732	-0.729	-0.715	-0.737	-0.641
	-0.018	-0.001	-0.008	-0.022	-0.035
	0.018	0.032	-0.006	0.032	0.005
	0.033	0.017	0.055	0.026	0.102
	-0.062	-0.091	-0.043	-0.042	-0.004
	0.012	0.019	0.025	-0.002	0.016
	0.037	0.039	0.059	0.009	0.023

TABLE B-5

FACTOR SCORE COEFFICIENTS FOR WORK SATISFACTION AND BEST FRIENDSHIP INDICES

QUESTION	FRIENDSHIP	WORK SATISFACTION
31A	0.012	0.197
31C	-0.015	0.140
31E	0.020	-0.115
31F	-0.014	0.210
31G	-0.006	0.301
31H	0.010	-0.212
32A	-0.150	0.002
32B	0.326	-0.014
32C	-0.149	0.016
32D	0.105	-0.022
32F	0.309	-0.011
32G	0.117	0.005

have a mean of 500 and a standard deviation of 100.

Work Categories

Analysis by type of primary activity or "job" was thought to be very basic information which would be useful at all levels of Peace Corps management. However, a short questionnaire developed with limited resources could not be expected to produce accurate activity categories. The best available list of volunteer activities was the Peace Corps "Job Codes" (page 2 of the questionnaire). These categories allow classification on only one dimension. Furthermore no information is available on whether or not the scheme is either exclusive or exhaustive. The reliablity of self-coding into the scheme is also unknown.

An additional problem was encountered when the analysis plan was developed. Clearly the 76 categories could not be meaningfully compared and the five traditional Peace Corps sectors are not sufficiently homogeneous to permit very meaningful comparative analysis. Since no principle existed for grouping the codes into a reasonable number of categories a seat-of-the-pants approach was taken. A series of interviews was conducted with people familier with Peace Corps programming to find out their opinions about how to categorize the codes. The various comments were considered and a categorization scheme with 21 substantive categories was devised. No category was permitted to have fewer than 25 respondents. The category titles and the work code numbers which they encompass are shown in the following table. The codes associated with the numbers can be found on page 2 of the questionnaire.

TABLE B-6

COMPOSITION AND PERCENT OF VOLUNTEERS IN EACH WORK CATEGORY

CATEGORY NAME	CODE NUMBERS	N	PERCENT
Agricultural Extension	1,2,3,6,16	236	7.9
Cooperatives	7,8,9,20,21,22	90	3.0
Ag. & Geological Research	4,5,14,19	212	7.1
Rural Community Development	10,11,12	99	3.3
Irrigation, water, wells	15	57	1.9
Environment/Parks	17,18	79	2.7
Small Business	23,26,27	53	1.8
Business & Public Management	24,25,28,29,30	40	1.3
Pre- & Elementary Education	31,32	79	2.7
Math & Science Education	10	375	12.6
English (TEFL/TESL) Education	34,35,36,37	399	13.4
Other Education	38,40-46,49,55,13	372	12.5
Uiversity Teaching & Teacher Training	39,50	150	5.0

(continued on next page)

TABLE B-6
(continued)

CATEGORY NAME	CODE NUMBERS	N	PERCENT
Administration & Guidance	47,48	27	0.9
Para-medical Services	51,52	54	1.8
Professional Health	53,54,56	126	4.2
Child Health	57,58	121	4.1
Sanitation & Disease Control	59,60	81	2.7
Urban Development & Public Works	61-65,70	93	3.1
Urban Community Development	71-74	42	1.4
Urban Trades	66-69	44	1.5
NONE	75	19	0.6
Other	76	123	4.1

APPENDIX C:
REGIONAL AND SECTOR DIFFERENCES

APPENDIX C*

REGIONAL AND SECTOR DIFFERENCES

It is possible that a finding, such as a difference between two groups of volunteers is not the same within each sector or within each region. When this occurs it is difficult to interpret the results. To determine if such interactions exist, each of the major findings of this report was tested within each region and sector. Where major problems were encountered, they were discussed in the main body of the report. This appendix discusses other sector and region differences.

Table C-1 illustrates the relationship between the Best Friendship Index and the age of the volunteer within each region. Only in Latin America is there a relationship which approaches significance. (p .0008). In the other regions, there is no significant relationship between age at the beginning of service and the Best Friendship Index.

TABLE C-1

THE RELATIONSHIP BETWEEN THE BEST FRIENDSHIP INDEX AND AGE AT THE BEGINNING OF TRAINING FOR EACH REGION

	-REGION-		
Age at beginning of Training	NANEAP	Latin America	Africa
20-22 years	531	522	481
23-25 years	505	511	497
26-30 years	504	485	472
31 + years	492	498	512
significance	p .5729	p .0008	p .0016

Table C-2 represents the relationship between the Best Friendship Index and the volunteer's primary motive for becomming a Peace Corps volunteer within each region. There was a statistically significant relationship between the volunteers' relations with their best host country friends and the volunteers' primary motive for joining the Peace Corps only in Africa. In Africa, only those volunteers who joined

* Written by James Roberts.

for "altruistic" reasons had scores on the Best Friendship Index which were above the world wide average. Volunteers who joined for all other reasons were below the average, and those who joined to advance their careers had the lowest score on the Best Friendship Index of all the African volunteers.

TABLE C-2

THE RELATIONSHIP BETWEEN THE BEST FRIENDSHIP INDEX AND THE PRIMARY MOTIVE FOR JOINING PEACE CORPS FOR EACH REGION

		REGION	
Primary motive	NANEAP	Latin America	Africa
Help (or share skill	507	512	506
Travel, personal growth	500	496	480
Interest in foreign cultures	510	520	492
Career advancement	477	501	452
Other	516	478	477
Significance	p .1326	p .0316	p .0000

The relationship between marital status and Psychological Well-Being also differs between region. Volunteers who are married or formerly married in Latin America or Africa have significantly higher scores on the Psychological Well-Being Index than single volunteers. This is not the case in NANEAP where the volunteer's marital status is not significantly related to the Psychological Well-Being Index as seen in Table C-3.

TABLE C-3

THE RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL-BEING AND MARITAL STATUS FOR EACH REGION

		REGION	
Marital Status	NANEAP	America	Africa
Single	487	500	495
Married	506	513	538
Formerly married	515	543	563
Significance	p .2054	p .0061	p .0003

The relationship between the Best Friendship Index and whether or not the volunteer lived with a host country family during training differs across the three major work sectors. As Table C-4 shows, living with a host country family during training has no relationship with the volunteers' Best Friendship Index score for volunteers in agriculture projects and for volunteers in health. Living with a host country family during training does show a significant relationship with the Best Frinedship Index for volunteers in Education. An implication of this is that to increase goals 2 and 3 accomplishment, volunteers in Education should live with host country families during training.

TABLE C-4

THE RELATIONSHIP BETWEEN THE BEST FRIENDSHIP INDEX AND WHETHER OR NOT THE VOLUNTEER LIVED WITH A HOST COUNTRY FAMILY DURING TRAINING FOR EACH MAJOR WORK SECTOR

Lived with a HC family during training	SECTOR		
	Agriculture	Education	Health
YES	500	512	517
NO	501	490	505
Significance	p .8498	p .0001	p .1813

APPENDIX D:
COUNTRY PROGRAM
PROFILE

APPENDIX D

COUNTRY PROGRAM PROFILE

The Country Program Profile is a tabulation of the responses of the volunteers in each country to the Second Annual Peace Corps Questionnaire. This package presents the results for each region. It was distributed to program staff in December, 1976. A copy is available in the Division of Evaluation/OPP. The results are summarized into 34 separate items. Each item is briefly described in the table. The appendix provides a blank copy of the form which supplies a more detailed explanation of items, references exact question wording, and provides additional details about the survey.

The following procedure should help you interpret and make better use of the information provided in the Country Program Profile.

First, do a general review of the entire package.

1. Review the format of the table. Note that items have been grouped into five categories. For each item, data from the 1976 questionnaire is presented for each region and Peace Corps world-wide.

2. Review the information provided in the appendix on data sources, number of respondents, responsibilities, definition of terms, and item explanation. To find exact question wording refer to the attached copy of the 1976 questionnaire.

Second, identify indicators of regional strength and weaknesses.

1. For each item on the Country Program Profile, examine the score (percentage, average median, an average index score) for your region and compare it to those of the other regions and to world-wide scores.

2. Note that there may be large diferences within your region. Such differences can be examined by comparing results on individual Country Program Profile.

Scores on the Job Satisfaction and Social Relations Indices have been corrected and renamed the Work Satisfaction and Best Friendship Indices.

PEACE CORPS
COUNTRY PROGRAM PROFILE

IO Response Rate: 64%

	Country 1976 n=	Country 1976 n=	Region 1976 n=	IO 1976 n=
GENERAL INDICATORS				
1. % who feel job is very useful (Q34)*				
2. Avg. index score on job satisfaction**				
3. % who feel positively toward HCNs (Q36)				
4. Avg. index score on quality of PCV/HCN social relationships**				
% PCVs considering early termination (Q39)				
PRE-SERVICE TRAINING				
6. % positive on language training (Q29D)				
7. % positive on technical training (Q29E)				
8. % positive on cross-cultural training (Q29F)				
9. Avg. index score on satisfaction with pre-service training**				
10. Median post-training FSI score (Q24B)				
11. Median current FSI score (Q24C)				
PROGRAM PLANNING AND DEVELOPMENT				
12. % positive on accuracy of their job description (Q29C)				
13. Avg. No. structured hrs. of work per week (Q25)				
14. Avg. No. less structured hrs. of work per week (Q26)				
15. % PCVs reporting TOO LITTLE work at site (Q30)				
16. % PCVs seeing TOO LITTLE work for next PCV at same site (Q30H)				

* See attachment for descriptions of all items.
** Index scores are composites of scores on several relevant questions. They have average scores near 500 and deviations from the average can be interpreted in much the same manner as college board scores.

	Country 1976 n=	Country 1976 n=	Region 1976 n=	IO 1976 n=
17. % positive on expanding No. of PCVs in same type of job (Q29P)*				
18. % PCVs working with HC counterpart more than once a week (Q28D)				
19. % positive on amount of PCV input into Peace Corps programming (Q29M)				
PROGRAM IMPLEMENTATION				
20. % PCVs with PC staff contact several times a year or more (Q28A)				
21. % PCVs with HC agency contact several times a year or more (Q28C)				
22. % PCVs with on-site training by Peace Corps staff (Q27B)				
23. % PCVs with on-site training by HC agency (Q27A)				
24. % PCVs reporting TOO LITTLE PC staff support and supervision (Q30D)				
25. % PCVs reporting TOO LITTLE HC agency support and supervision (Q30C)				
26. Avg. on satisfaction relationships**				
27. Avg. index score on satisfaction with equipment and supplies**				
28. % PCVs satisfied with medical support (Q29N)				
29. % PCVs reporting living allowance is TOO LITTLE (Q30E)				
VOLUNTEER PROFILE				
30. Median age (Q2)				
31. Percent female (Q3)				
32. Median no. of months of pre-service full-time work experience (Q11)				
33. % PCVs in urban sites (Q22)				
34. % PCVs who have served one year or more (Q5)				

* See attachment for descriptions of all items.

** Index scores are composites of scores on several relevant questions. They have average scores near 500 and deviations from the average can be interpreted in much the same manner that college board scores are interpreted.

Explanation of Items in the Country Program Profile

The following information is necessary for a clear understanding of the items listed in the Country Program Profile.

I. Data Sources

The data sources were the 1976 Second Annual Peace Corps Questionnaire and the 1975 National Voluntary Service Advisory Council Questionnaire. Data for 1975 are reported only at the country level and only for questions that had the same wording on the two questionnaires. Questionnaires received in Washington after the beginning of November 1976 were not included in the Country Program Profile.

II. Number of Respondents and Missing Data

The total number of returned questionnaires for each category of respondents is listed at the top of each column. The rate of response for the country is the number of responses divided by the approximate number of volunteers in country at the time and is listed under the overall I.O. response rate at the top of the page. In addition to missing data due to nonreturn of questionnaires, there are also missing responses to individual items on otherwise complete questionnaires. For most items listed in the Country Program Profile, there was missing data on fewer than 5% of completed questionnaires. For items listed under Questions 29 and 30, "not applicable" responses were considered to be missing and were not included when percentages were calculated. This is not true for question 28.

The following items on the Country Program Profile had more than 10% missing responses:

5. Early Termination: 16.6% missing including those that answered "Don't Know."

8. Technical Training: 17.6%

10. Training Satisfaction Index: 16.8%

16. Work for Next PCV: 12.5%

28. Material and Supplies Index: 16.8%

III. Response bias

It is possible that the survey results for a country do not accurately reflect the condtions therein because of

bias associated with missing responses. In the report on worldwide trends, an analysis will be made to estimate worldwide bias. In the Country Program Profile, the "Volunteer Profile" section provides the reader with the opportunity to see if the survey results on specific items are consistent with the actual situation during the period when green Second Annual Peace Corps Questionniares were distributed. Items which can be checked include "percent female", "median age", "percent urban", and "percent in country more than one year". Any comments on the accuracy of the sample would be appreciated and should be sent to:

Rex Costanzo, OPP/E
ACTION
Washington, D.C. 20525

IV. Definition of Terms

Three statistical terms used in the Country Program Profile need clarification.

Average: The average score on a question or index is the mean score. That is, the sum of all scores for a country, region, or I.O. divided by the total number of respondents who have answered the question(s) within that area.

Median: A median is the score which divides all scores in such a way that 50% of the scores are higher and 50% are lower than the median. It is used when the average (mean) score would be misleading because there are a few very extreme scores.

Index: In five instances in the Country Program Profile, index scores have been calculated. Each of these indices is a composite of the scores of several relevant questions. Each respondent's score on each question in the index has been weighted by an amount calculated through a statistical procedure called factor analysis, a procedure which determines weights based on the relative contribution of the question to the underlying factor or index. Each respondent's weighted score for each question in the index is then summed. Thus each respondent is given

a score which accurately summarizes his responses on some dimension such as "job satisfaction.") These index scores have been standardized so that the worldwide average score equals 500. About 68% of the scores of individual volunteers fall between 400 and 600. This is the same proportion that falls between 400 and 600 on college board scores.

V. Item Explanations

CPP Item	Item Description[1]	Range of second and third Quartiles[2]
1.	Percent who answered in Categories 1 to 2 of Question 34.	59.5% - 75.9%
2.	The job satisfaction index is based primarily on a weighted average of reponses to question 30G, 31A, 31C through 31J, and 34. See explanation of "index" above for further details.	488 - 515
3.	Percent who answered in categories 1 to 3 of Question 36.	79.6% - 89.3%
4.	The social relationships index is based primarily on a weighted average of responses to questions 32 (all parts) and 36.	491 - 513
5.	Percent who answered in categories 1 or 2 on Question 39.	3.1% - 9.1%
6.	Percent who answered in categories 1 or 2 on Question 29D.	51.5% - 74.1%

1/ Item descriptions refer the reader to specific questions in the attached questionnaire.

2/ About 50% of all countries have scores falling within the range noted. About one fourth of all countries fall below the range and about one fourth fall above it.

CPP Item	Item Description[1]	Range of second and third Quartiles[2]
7.	Percent who answered in categories 1 or 2 on Question 29E.	25.0% - 53.3%
8.	Percent who answered in categories 1 or 2 on Question 29F.	31.3% - 52.4%
9.	The index of satisfaction with pre-service training is based primarily on a weighted average of the three preceding questions (29D, 29E and 29F).	481 - 522
10.	Self-explanatory	---
11.	Self-explanatory	---
12.	Percent who answered in categories 1 or 2 on Question 29C.	36.9% - 57.7%
13.	Self-explanatory	27.6 - 34.9
14.	Self-explanatory	9.2 - 12.6
15.	Percent who answered in categories 5, 6, or 7 of Question 30G.	20.1% - 33.0%
16.	Percent who answered in categories 5, 6, or 7 of Question 30H.	26.8% - 41.3%
17.	Percent who answered in categories 1 or 2 in Question 29P.	23.5% - 52.6%
18.	Percent who answered in categories 1 or 2 on on Question 2D.	41.2% - 61.5%
19.	Percent who answered in categories 1 or 2 on Question 29M.	21.1% - 37.5%
20.	Percent who answered in categories 1 to 5 on Question 28A.	43.5% - 68.9%

CPP Item	Item Description[1]	Range of second and third Quartiles[2]
21.	Percent who answered in categories 1 to 5 on Question 28C.	52.8% - 75.6%
22.	Percent answering "yes" to Question 27B.	22.7% - 33.3%
23.	Percent answering "yes" to Question 27A.	24.1% - 41.0%
24.	Percent answering in categories 5, 6, or 7 on Question 30D.	40.0% - 58.3%
25.	Percent answering in categories 5, 6, or 7 on Question 30C.	55.3% - 71.9%
26.	The index of satisfaction with working relationships is primarily a weighted average of responses to questions 24G, 30C, 30G, 31B, 35 and 36.	480 - 514
27.	The index of satisfaction with equipment and supplies is primarily a weighted average of questions 29H, 29I and 29J.	477 - 516
28.	Percent answering in categories 1 and 2 on Question 29N.	59.4% - 85.1%
29.	Percent answering in categories 5, 6, or 7 on Question 30E.	37.2% - 57.1%
30.	Self-explanatory	----------
31.	Self-explanatory	30.0% - 46.7%
32.	Self-explanatory	
33.	Percent answering in categories 1 through 4 in Question 22.	35.3% - 65.4%
34.	Self-explanatory	43.8% - 61.9%

APPENDIX E:
SECOND ANNUAL
QUESTIONNAIRE

SECOND ANNUAL PEACE CORPS QUESTIONNAIRE

This questionnaire is anonymous. Please fill it out as well and completely as possible and return it immediately to your Peace Corps office in the enclosed envelope. The envelope will remain sealed until it arrives in Washington.

PART I

First we need to know some general information. Please CIRCLE THE NUMBER corresponding to the most accurate answer or fill in the blank.

1. In what country are you presently serving? _____. (cc 1-3)

2. Your age is: _____. (cc 4-5)

3. Your sex is: 1. male 2. female (cc 6)

4. Have you ever:

	YES	NO	
cc 7	1	2	Had a previous tour of Peace Corps service?
cc 8	1	2	Changed countries during your present tour?
cc 9	1	2	Transferred to a new location but remained within the country on your present tour?
cc 10	1	2	Changed your primary job on your present tour?

5. How long has it been since you finished your full pre-service Peace Corps training for your present tour? (cc 11-12) _____ months.

[illegible] many weeks of pre-service training did you [illegible] (cc [illegible]) _____ weeks.

[illegible] Which of the following was most responsible for your (cc 15) INITIAL interest in the Peace Corps? (Circle only one)

1. ACTION ads
2. Peace Corps recruiter
3. Former volunteer(s) other than recruitors
4. Articles, books or news reports about Peace Corps
5. A teacher or advisor
6. Other relative, friend, or acquaintance
7. Other _____

8. Using the categories listed below, please give the number corresponding to your:

(cc 16-17) _____ A PRIMARY motivation for joining Peace Corps
(cc 18-19) _____ B Secondary motivation for joining Peace Corps

01. Desire to help others
02. Increase international understanding
03. Share my skills
04. Adventure or travel
05. Interest in other cultures
06. Career advancement
07. Desire to get away/think about future plans
08. Opportunity for personal growth
09. Other _____

9. How long after you applied to Peace Corps were you (cc 20) invited to go into training?

1. Less than 2 months
2. 2 to 5 months
3. 6 to 9 months
4. 10 to 12 months
5. More than one year
6. I can't remember

10. How many years of formal education (technical or trade (cc 21-22) school, college, graduate or professional school) have you had SINCE you graduated from HIGH SCHOOL? _____ years.

10a. NOTE: Did you graduate from high school?
(cc 23) 1. YES 2. NO

11. How much full-time work experience did you have before joining the Peace Corps? _____years (cc 24-25) _____months. (cc 26-27)

12. Using the list below, please fill in the blanks with the number corresponding to:

(cc 28-29) _____ A. Your MOST RECENT field of study since high school.
(cc 30-31) _____ B. Your most important work experience before entering Peace Corps.

01. NONE
02. Agriculture/farming
03. Business/economics/accounting
04. Engineering/planning/architecture
05. Forestry/Fisheries/Earth Sciences
06. Law
07. Math/physical or biological sciences
08. Medicine/nursing/health care
09. Sales
10. Secretarial/clerical
11. Social sciences/humanities
12. Social work/mental health
13. Teaching/education
14. Technician (e.g. computer programer, lab technician, etc.)
15. Trade (e.g. mechanic, electrician, etc.)
16. Unskilled labor
17. Other _____

13. When was the first time you were told what your SPECIFIC (cc 32) Peace Corps job assignment would be?

1. Before I actually applied to join Peace Corps.
2. After I officially applied but before I went into training
3. During the first half of training
4. During the second half of training
5. After training ended.

14. Are you NOW doing the job you were first assigned?
(cc 33) 1. YES
2. NO, I requested a change before training ended
3. NO, the job was cancelled
4. NO, I completed the assignment and took a new job
5. NO, I started the job but it did not work out

15. Did you live with a host-country family DURING TRAIN-(cc 34) ING?

1. YES, throughout training
2. YES, through most of training
3. YES, through some of training
4. NO, but I lived with a NON-host-country family
5. NO, I did not live with a family during training

16. What is your marital status?
(cc 35) 1. Single
2. Married to another PCV.
3. Married to a non-PCV.
4. Separated or divorced
5. Widowed

17. Are you a non-matrix spouse assigned to your site (cc 36) because your spouse has a job there?
1. yes 2. no

18. Using the list of JOB CODES below, please fill in the blanks with the number corresponding to:

cc 37-38 _____ A. The type of work your pre-service training was designed to prepare you for.

cc 39-40 _____ B. Your PRIMARY job—the activity on which you are currently spending the greatest amount of your time.

cc 41-42 _____ C. Your SECONDARY job—any other activity on which you have spent a substantial amount of time or effort.

JOB CODES

AGRICULTURE AND RURAL DEVELOPMENT

01. Crop Extension and Production Development
02. Animal Extension and Production Development
03. Veterinarian
04. Fisheries Research and Development
05. Forestry Research and Development
06. Horticulture Extension and Development
07. Agriculture Cooperatives/Farm Management
08. Marketing Cooperatives
09. Credit Cooperatives
10. Rural Community/Social Work
11. Home Economics/Women's Extension
12. Youth Agricultural Training and Youth Development
13. Agricultural Education
14. Agricultural Planning and Research
15. Irrigation/Water Systems/Wells
16. Equipment Maintenance/Repair/Instruction
17. Environmental Protection
18. Conservation/Wildlife Management/National Parks
19. Geology/Mining Exploration and Development

BUSINESS AND PUBLIC MANAGEMENT

20. Credit Cooperatives
21. Consumer Cooperatives
22. Marketing Cooperatives
23. Small Business
24. Industrial Development
25. Tourism Development
26. Handicrafts
27. Cottage Industry Development
28. Public Administration
29. Business Training
30. Public Management Training

EDUCATION

31. Pre-School Education
32. Elementary School Education
33. Math/Science Secondary Education
34. TEFL/TESL Education
35. TEFL/TESL Teacher Training
36. TEFL/TESL In-Service Teacher Training
37. English Secondary Education
38. Other Secondary Education
39. University Education
40. Special Education
41. Adult Education
42. Literacy Education
43. Voc Ed/Industrial Arts
44. Sports/Physical Education/Recreation Education
45. Home Economics
46. Business Education
47. Administration/Curriculum Development
48. Guidance/Counseling
49. ETV/Radio/Audio Visual Aids/Library Science
50. Other Teacher Training/In-Service Teacher Training

HEALTH

51. Para-Medical Health Services
52. Para-Medical Training and Education
53. Professional Health Services
54. Professional Health Training Education
55. School Health Education
56. Health Administration
57. Maternal and Child Health
58. Nutrition
59. Sanitation
60. Disease Control/Eradication

URBAN DEVELOPMENT AND PUBLIC WORKS

61. Architectural Services
62. Civil Engineering Services
63. Surveying Services
64. Drafting Services
65. Industrial/Mechanical/Electrical Engineering Services
66. General Construction/On-the-Job Training
67. Building Trades/On-the-Job Training
68. Highway/Transport Maintenance Repair and Construction
69. Electrification
70. City/Regional Planning Services
71. Legal Services
72. Urban Community Development/Social Work
73. Library Services
74. Recreation/Youth Development

75. NONE
76. Other _____

19. With whom do you live?

cc 43
1. Live alone (single/not with spouse)
2. With host country national(s) (include HCN spouse)
3. With other PCVs (include American spouse)
4. With HCNs and PCVs (include spouse)
5. Other _____

20. Did another Peace Corps Volunteer directly precede you in your job?

cc 44
1. Yes
2. No
3. Don't know

21. What is your working relationship with other PCVs?

cc 45
1. I work independently of other PCVs
2. I work at the same site as other PCVs, but mostly independent of them
3. I work closely with one or more other PCVs.

22. Where do you live?

cc 46-47
01. In the nation's capital
02. In some other large metropolitan area (over 100,000 people.)
03. In some other important regional city of between 25,000 and 100,000.
04. In some other large town of over 10,000 people.
05. In a smaller town (under 10,000) of local importance
06. In a small town
07. In a village
08. In a completely rural area
09. Not Applicable since I TRAVEL extensively.

23. Please fill in the blanks with the number from the list below which corresponds to your use of a host-country language:

cc 48 _____ A. On your job.

cc 49 _____ B. In social situations

1. I only speak English
2. I mostly speak English
3. Half English and half host-country language(s).
4. Mostly a host-country language
5. Only a host country language

24. Please fill in the blank with the number from the list below (NOT the FSI score) which corresponds to your foreign language competency:

Language

cc 50-51 _____ A. AT THE BEGINNING of training in the language in which you received the most instruction. _____

cc 52-53 _____ B. AT THE END of training in the same language. _____

cc 54-55 _____ C. AT THE PRESENT TIME in the foreign language you use MOST. _____

cc 56
01. No need for training in a language other than English.
02. No knowledge of a needed foreign language (FSI = 0).
03. Knowledge of a few basic words (FSI = 0 +).
04. Able to converse in a social situation in a very limited way, no proficiency in technical language for job (FSI = 1).
05. As in 4, above, but with a little ability to use technical language (FSI = 1 +).
06. Able to meet most basic social and professional needs (FSI = 2).
07. Little or no trouble with language in social situations and reasonable ease in professional situations (FSI = 2 +).
08. Able to express yourself with ease and fluency in most situations, but with many mistakes in grammar and vocabulary (FSI = 3).
09. Still greater fluency than above with fewer mistakes (FSI = 3 +).
10. Near native speaking ability, but with noticeable accent (FSI = 4).
11. Near native speaking ability with only a slight accent (FSI = 4 +).
12. Educated native speaker (FSI = 5).

25. During the average work WEEK, how many HOURS of cc 57-58 structured work do you do? _____ hours

26. During the same WEEK, how many hours of less structured work do you do such as getting to know community cc 59-60 needs? _____ hours.

27. From among the following forms of in-service training, which have you had, or would you expect to have, during the course of a year? (Circle the appropriate number)

	YES	NO	
cc 61	1	2	On-site training by host-country agency personnel
cc 62	1	2	On-site training by Peace Corps staff
cc 63	1	2	A conference or workshop IN WHICH YOU RECEIVE TRAINING.
cc 64	1	2	On-the-job training by another PCV
cc 65	1	2	Language instruction (individual or group)
cc 66	1	2	Printed material sent to you which helps you do your job better
cc 67	1	2	Cross-cultural training
cc 68	1	2	Other training

28. Please fill in the blanks with the number from the list below which corresponds to how often you do each of the following:

cc 69 _____ A. Have contact with Peace Corps staff regarding your job.

cc 70 _____ B. Have contact with a Volunteer Leader regarding your job.

cc 71 _____ C. Have contact with supervisory personnel from your host-country agency (governmental or nongovernmental) regarding your job.

cc 72 _____ D. Work with a host-country counterpart.

cc 73 _____ E. Write reports about your job for Peace Corps or your agency.

1. Every day
2. More than once a week
3. More than once a month
4. Once a month
5. Several times a year
6. A few times a year
7. Once a year or less
8. Not applicable

PART II

Now that we have gathered specific information about you and the situation you are in, we would like to get some of your opinions to compare them with the opinions of Volunteers in situations different from yours.

29. First we would like to find out which Peace Corps experiences you feel most positively and negatively about. Circle the number corresponding to the kind of feeling you have about each of the following:

1. = Very positive
2. = Somewhat positive
3. = Neutral or mixed feelings
4. = Somewhat negative
5. = Very negative
6. = Experience not applicable to me

	Positive			Negative		Not Applicable	
A. Experience with Peace Corps recruiter	1	2	3	4	5	6	cc 74
B. Accuracy of official pre-service information	1	2	3	4	5	6	cc 75
C. Accuracy of my job description	1	2	3	4	5	6	cc 76
D. Quality of pre-service language training	1	2	3	4	5	6	cc 77
E. Quality of pre-service technical training	1	2	3	4	5	6	cc 78
F. Quality of pre-service cross-cultural training	1	2	3	4	5	6	cc 79
G. Satisfactory working relationships with host-country people	1	2	3	4	5	6	cc 80
H. Amount of non-Peace Corps resources devoted to my assignment	1	2	3	4	5	6	cc 81
I. Availability of transportation for work	1	2	3	4	5	6	cc 82
J. Availability of equipment and supplies	1	2	3	4	5	6	cc 83
K. My effectiveness in transferring skills to host-country people	1	2	3	4	5	6	cc 84
L. Social relationships with host-country people	1	2	3	4	5	6	cc 85
M. Amount of input PCVs have in Peace Corps programming	1	2	3	4	5	6	cc 86
N. Medical support from Peace Corps	1	2	3	4	5	6	cc 87
O. Benefits Peace Corps gives me for my future life	1	2	3	4	5	6	cc 88
P. Expanding the number of volunteers in my type of job	1	2	3	4	5	6	cc 89

30. Now, on a scale of 1 to 7 where 1 is too much and 7 is too little, please circle the response corresponding to your feelings about the following.

	too much		right amount			too little	N/A	
A. Amount of pre-service information	1	2	3	4	5	6	7	8 cc 90
B. Amount of freedom to do my job as I think best	1	2	3	4	5	6	7	8 cc 91
C. Amount of host-country agency support and supervision	1	2	3	4	5	6	7	8 cc 92
D. Amount of Peace Corps support and supervision	1	2	3	4	5	6	7	8 cc 93
E. Amount of my living allowance	1	2	3	4	5	6	7	8 cc 94
F. Length of pre-service training	1	2	3	4	5	6	7	8 cc 95
G. Amount of useful work to do at my site	1	2	3	4	5	6	7	8 cc 96
H. Amount of useful work which would be available for another PCV at my site when I complete my service	1	2	3	4	5	6	7	8 cc 97

31. We would also like to find out how you feel about various aspects of your PRIMARY job. Please describe how you CURRENTLY FEEL in relation to your job on EACH of the following dimensions by circling the appropriate number.

A.	INNOVATIVE							IN A RUT
cc 98	1	2	3	4	5	6	7	
B.	EXPLOITED							RECEIVING MORE THAN I GIVE
cc 99	1	2	3	4	5	6	7	
C.	INFLUENTIAL							IGNORED
cc 100	1	2	3	4	5	6	7	
D.	INCOMPETENT							COMPETENT
cc 101	1	2	3	4	5	6	7	
E.	HARMFUL							HELPFUL
cc 102	1	2	3	4	5	6	7	
F.	INTERESTED							BORED
cc 103	1	2	3	4	5	6	7	
G.	FULFILLED							UNFULFILLED
cc 104	1	2	3	4	5	6	7	
H.	INEFFECTIVE							EFFECTIVE
cc 105	1	2	3	4	5	6	7	
I.	RESPECTED							NOT RESPECTED
cc 106	1	2	3	4	5	6	7	
J.	HAVING NEGATIVE IMPACT							HAVING LONG-TERM POS. IMPACT
cc 107	1	2	3	4	5	6	7	

32. In a similar way, please describe how you act in your SOCIAL relationship with your best host-country friend(s) (not a spouse).

A.	MAKE FREQUENT CONTACT						MAKE INFREQUENT CONTACT	
cc 108	1	2	3	4	5	6	7	
B.	COLD						WARM	
cc 109	1	2	3	4	5	6	7	
C.	FRIENDLY						UNFRIENDLY	
cc 110	1	2	3	4	5	6	7	
D.	INCONSISTENT						CONSISTENT	
cc 111	1	2	3	4	5	6	7	
E.	EQUAL						UNEQUAL	
cc 112	1	2	3	4	5	6	7	
F.	DISTANT						CLOSE	
cc 113	1	2	3	4	5	6	7	
G.	CASUAL						INTIMATE	
cc 114	1	2	3	4	5	6	7	
H.	HONEST						DISHONEST	
cc 115	1	2	3	4	5	6	7	
I.	FRANK						GUARDED	
cc 116	1	2	3	4	5	6	7	
J.	RELATIONSHIP IS: GETTING WORSE						GETTING BETTER	
cc 117	1	2	3	4	5	6	7	

PART III

Please give us your opinions on a few more important issues.

33. If the money for your living allowance were paid to
cc 118 a host-country person to do your job at your site, how easily could a qualified person be found?

1. A qualified host-country person who would do this job is probably unemployed.
2. Such a person could be found without much trouble.
3. Such a person could be found with difficulty.
4. A qualified host-country person could not be found.
5. I don't know if a qualified person could be found.

34. In regard to the development of the country in which
cc 119 you are serving, do you believe that your job is

1. Very useful and making the best possible use of my time.
2. Very useful but not using my full potential.
3. Only moderately useful.
4. Pretty much a waste of time.
5. Actually slowing development by promoting inefficiency and inequity.

35. Which of the following best characterizes the reaction of
cc 120 host-country nationals to you, an American, in their country?

1. Extremely positive
2. Very positive, e.g. they have tried very hard to work with me and/or to make me feel at home
3. Somewhat positive, e.g. they are appreciative and friendly
4. Neutral or mixed
5. Somewhat negative, e.g. they tolerate me.
6. Very negative, e.g. they are often resentful and uncooperative

36. Which of the following best describes your feelings about
cc 121 host-country nationals?

1. Extremely positive
2. Very positive, e.g. I find HCN's hospitable and friendly
3. Somewhat positive, e.g., I generally feel fairly comfortable with HCN's
4. Neutral or mixed
5. Somewhat negative, e.g. I am generally uncomfortable with HCN's
6. Very negative

37. We are also interested in the way volunteers are feeling.
cc 122 Circle "1" for yes and "2" for no. Please answer every item.

IN THE LAST FEW WEEKS DID YOU EVER FEEL:

	YES	NO	
cc 123	1	2	A. Particularly excited or interested in something?
cc 124	1	2	B. So restless that you could not sit long in a chair?
cc 125	1	2	C. Proud because someone complimented you on something you had done?
cc 126	1	2	D. Very lonely or remote from other people?
cc 127	1	2	E. Pleased about having accomplished something?
cc 128	1	2	F. Bored?
cc 129	1	2	G. On top of the world?
cc 130	1	2	H. Depressed or very unhappy?
cc 131	1	2	I. That things were going your way?
cc 132	1	2	J. Upset because someone criticized you?

38. In general how would you describe your feelings about
cc 133 Peace Corps?

1. Very positive, e.g. It is one of the most worthwhile things I have ever done.
2. Somewhat positive, e.g. I am glad I became a volunteer.
3. Mixed or neutral
4. Somewhat negative, e.g. In general Peace Corps has been a negative experience.
5. Very negative, e.g. I regret having joined the Peace Corps.

39. What are your future plans with regard to Peace Corps?
cc 134 1. Definitely terminate early
2. Maybe terminate early
3. Complete my service but no more
4. Maybe extend or apply to a new program
5. Definitely extend or apply to a new program
6. I have already extended or am in my second P.C. program
7. I don't know yet

cc 135-139

THANK YOU VERY MUCH

The results of this questionnaire will be tabulated quickly and used by in-country staff as well as Washington staff. As was the case last year, the results will be published in InterACTION and a complete report will be sent to your country office.

Please be sure to return it promptly so that your opinions will be included in the analysis.

But before you return it, feel free to enclose any ADDITIONAL COMMENTS you would like concerning the strengths and weaknesses of Peace Corps, of the staff, how effective you feel you are as a volunteer, or anything else you would like to comment on. Thanks again.

GPO 906-287